

# Understanding Workplace Communication in a Diverse U.S. Society

COM 315 Course Syllabus ~ Fall 2019

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Course Website: <http://uk.instructure.com/>

*“Work organizations must create and sustain a culture that is accepting of individual differences—and one that encourages greater involvement in community, national, and international affairs” (Mor Barak, 2017, p. 12).*

*“Diversity can take many forms: racial, gender, sexual, religious, physical ability, etc. It can even involve varying education and work experience levels. Often diversity and inclusion are used interchangeably but in reality, they are two separate ideas. While having a diverse talent pool of employees is admirable, it does not make a difference unless the organization also has a policy of inclusiveness where employees feel supported, appreciated and welcomed to go with it. Diversity is about representation whereas inclusion is about belonging—where employees feel connected to the organization. (Dynamic Capital, 2019)*

*“People must organize to survive, and they do so mainly through communication. The academic discipline focused on the nature and effectiveness of human interaction as it occurs in work environments is called organizational communication. Organizational communication is a subfield of the broader academic discipline of communication, which addresses similar questions across a wide range of social settings, including families, schools, politics, and the media.” (Eisenberg & Goodall, 2001, p. 5)*

## GENERAL COURSE INFORMATION

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COM 315-001      Class meets:    12:30 - 1:45 p.m.    Tuesday and Thursday    Whitehall CB 106

## INSTRUCTOR CONTACT INFORMATION

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**Derek R. Lane, Ph.D.**

**Email:** [Derek.Lane@uky.edu](mailto:Derek.Lane@uky.edu)

**Office Location:** 310A LCLI Little Library

**Office:** 859.257.9538

**Office Hours:** Tuesday and Thursday    11:00 p.m. – 12:00 p.m. (And by appointment)

**Shelby Gilkerson (Graduate Teaching Assistant)**

**Email:** [COM315@uky.edu](mailto:COM315@uky.edu)

**Office:** McVey 210

**Office Hours:** Tuesday and Thursday    2:00-3:00 p.m. (And by appointment)

## COURSE DESCRIPTION

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**According to the 2019-2020 Bulletin, the course description for COM 315 is:**

*COM 315-001 Understanding Workplace Communication in a Diverse U.S. Society\**

Understanding workplace communication in U.S. society requires an interdisciplinary approach in preparing students to developing an enlightened consideration of the complex and contextual nature of communication in organizations. The emphasis on community, culture and citizenship is designed to engage students using dynamic learning experiences such as debates and discussion over topics relevant to the role of communication and organizations in U.S. society.

The course will build on, and expand, content in social policy, human behavior theories, communication, and practice on the macro, mezzo, and micro levels. The need to understand diversity is universal and has relevance to historical, societal, and cultural differences in the U.S. workplace. Students will better understand how to effectively communicate in the complex, diverse, and unpredictable contexts that comprise U.S. organizations.

\*Applies to the UK Core requirements: Community, Culture and Citizenship in the USA

## **COURSE PREREQUISITES**

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This UK Core class has no prerequisites. It satisfies the Community, Culture and Citizenship requirement.

## **COURSE OBJECTIVES**

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1. Demonstrate up-to-date knowledge about the new realities of the workforce, including demographic, legislation, and social policy trends in Kentucky, the U.S., and around the world;
2. Understand interdisciplinary theories of cross-cultural differences in interpersonal relations and communication in the workplace;
3. Develop critical thinking skills and synthesize research-based knowledge relevant to diversity and workplace communication issues which have a profound impact on U.S. society, both at the individual and collective level.

This course provides students with multiple strategies to achieve course objectives including four exams, participation opportunities (reading quizzes, discussion posts, and SONA research participation), and a secondary research project that is scaffolded to include an initial proposal (due 9-05-2019), a final proposal (due 10-17-2019) and a final term project (application paper; due 11-26-2019).

## **REQUIRED TEXTBOOK**

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Mor Barak, M.E. (2017). *Managing diversity: Toward a globally inclusive workplace*. 4<sup>th</sup> ed. Thousand Oaks, CA: Sage.

In addition to the required textbook you will need to become familiar with the communication and other electronic resources available online in order to secure the necessary references required for the final term project.

## **COURSE REQUIREMENTS**

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### **EXAMS (40%):**

There will be four examinations this term. Exams will be a combination of multiple choice and true/false questions. Exams will provide you the opportunity to demonstrate an understanding of the material as well as the vocabulary and vernacular of diversity in the workplace. You are responsible for all course material including, but not limited to, assigned readings, handouts, videos, guest speakers, and lectures. All exams will be taken in class.

Exam 1 (Chapters 01-04)	(09-19-2019)	50 points
Exam 2 (Chapters 05-08)	(10-10-2019)	100 points
Exam 3 (Chapters 09-13)	(11-12-2019)	100 points
Exam 4 (Chapters 14-18)	(12-12-2019)	150 points

In addition to covering content from chapters 14-18 (roughly 60 pages), the fourth exam will include the most important information from throughout the semester. As such, you should treat the fourth exam as comprehensive. Study guides for each exam will be posted in the canvas shell for the course at least one week before the scheduled exam.

### **SECONDARY RESEARCH TERM PROJECT (30%):**

You will examine a particular aspect of communication and diversity within an organization of your choice (provided the company meets the requirements of the project and is approved by the instructor on or before 09-10-2019). Please think through your organization and the elements of the assignment. You will have one week to select a company and begin research on the diversity and inclusion policies inherent in the company.

The initial proposal (worth 10 points and due 09-05-2019 by midnight) will provide us with the name of the company and a brief rationale for why you would like to focus on the organization for your final term project. I encourage you to select a company from the list <https://www.diversityinc.com/the-2019-top-50-diversityinc/> that reflects the type of organization for which you would one day like to work—your “dream job.”

Your final proposal (worth 50 points and due 10-17-2019) will expand on your initial proposal and include a brief history of the organization, a description of at least two of the organization’s inclusive workplace policies, initiatives, and programs, and include at least five (5) potential sources on a reference page that you will likely use in your final paper . This final project will result in a written document ranging between approximately 6-12 pages of text (excluding cover page, references, tables, etc.) that details what you have learned from your research about your topic as it relates to organizations, communication, diversity, culture and citizenship. Your final paper is due Tuesday, November 26, 2019 by midnight—before you leave campus for Thanksgiving break.

Initial Proposal Rationale	(09-05-2019)	10 points
Final Proposal	(10-17-2019)	50 points
Final Paper	(11-26-2019)	240 points

## **PARTICIPATION (30%)**

**(15% DISCUSSION POSTS + 10% READING QUIZZES + 5% SONA PARTICIPATION = 30% TOTAL)**

**Discussion Posts (15%):** Discussion posts are necessary in a class as large as ours (150+) to ensure that all student voices and ideas are expressed. The posts also allow sufficient time to think about and apply what we are learning in the course. Throughout the semester, you are expected to reflect and think critically about the material discussed in the text and in the course lectures. These posts should not be a simple summary of the readings or a general outline of what we’ve discussed in class, but rather an application and reflection that explores how the content relates to and enhances your understanding of workplace communication in a diverse U.S. society. Depending on the quality of our in-class discussion, there may be as few as 3 discussion posts (worth 50 points each) or as many as 6 discussion posts (worth 25 points each). Students must participate in these discussion activities a minimum of four times (post and respond) during a specified topic period (TBD based on classroom discussions). Each discussion response will be graded separately and an overall grade for participation will be based on the average grade. The following scale will grade discussion participation and journal responses:

### Scale\* for Discussion Boards:

(multiplied by 5 or 10 depending on the number of total online discussions (e.g. 3 or 6):

- 5 Exceptional – thoughtful post(s) and 3 responses to classmates’ posts
- 4 Professional – thoughtful post(s) and 2 responses to classmates’ posts
- 3 Marginal – minimal post(s) and at least 1 response to classmates’ posts
- 1-2 Unacceptable/Inappropriate – minimal post(s) and no responses
- 0 No participation

\*One-to-two sentence responses are NOT sufficient responses and will earn a grade of zero.

**Textbook Reading Quizzes (10%):** Your reading assignments are included in the course schedule. Assigned chapters should be read before you attend class so you will be able to make a contribution to the class discussions and activities and perform well on course exams. You may also be assigned online readings in addition to the textbook. If you do not complete the reading, do not expect to pass or benefit substantially from the course.

There will be ten (10) reading quizzes given during the semester (see Tentative Daily Schedule for dates). Reading quizzes will consist of five questions worth 2 points each (and may reflect questions pulled from the four exams). Please read thoroughly before taking the reading quizzes.

## SONA Participation (5%)

The Department of Communication is committed to involving undergraduate students in scholarly research to help you begin to understand the importance of generating new knowledge at the University of Kentucky as a major research institution. Students in this class are required to complete 1 research study for 1 research credit or the alternative assignment. (If you are enrolled in additional COM/ISC courses that have research requirements, you are responsible for participating in additional research studies, up to a maximum of 2 studies/credits.) All students are required to participate in SONA studies for credit and select the classes for which they will be awarded credit. Students are instructed to check their UK email account (check the UK account manager <http://ukam.uky.edu> to confirm your UK email address) for information about SONA including important updates and deadline reminders.

Courses that are required to participate in SONA are: COM 101, 249, 252, 281, 287, 311, 312, 313, 314, **315**, 316, 317, and 318, and ISC 161, 261, and 321. If you are enrolled in 3 or more such COM/ISC courses, you will not be required to complete more than 2 studies/credits. Instead, the COM/ISC SONA pool administrator will provide you with “free credits” the student can use to apply to the additional classes. The COM/ISC SONA pool administrator will provide students with these credits by Friday, November 1st, 2019. Students are responsible for using these additional credits to apply to their classes beyond the first two. No additional communication with the instructor is needed, as the credit will appear just as another other credit applied to the course. In the event that a student does not see the additional credits by Friday, November 1st, 2019, please email [COMSONAHelp@gmail.com](mailto:COMSONAHelp@gmail.com) for assistance.

Detailed information about research studies and the available session times to sign up are located on the SONA website: <http://comm.uky.edu/sona/>. SONA participation counts for 5% of your final grade in the class. If you complete your participation obligations, you will earn the full 5%. Failure to either (a) participate in a research study or (b) complete the designated alternative assignment will result in you not receiving 5% credit for your final course grade. It is your responsibility to regularly check the SONA website to keep track of the completion of your research credit or alternative assignment credit (the alternative assignment can be completed at any time) and the deadlines and dates of the research studies.) Note: It may take one week or more for completed research credit to be recorded and appear in the system.

### Student Responsibilities

1. Regularly check your University Email Address for official SONA communications. Log-in to the UK account manager (<http://ukam.uky.edu>) using LinkBlue to confirm your University Email Address and delivery location.
2. Sign up for a research study by the signup deadline of Friday, October 25th, 2019 by logging in with your LinkBlue information through the SONA system (<http://comm.uky.edu/sona/>). Note: If you are under 18 years old, are absent from a research study for which you signed up, or prefer to not participate in a research study, you may sign up for the alternative assignment at any time, until Friday, December 6th, 2019, the participation deadline which is the Friday before dead week.
3. Participate in the research study(ies) for which you sign up outside of regular class time. Remember, failure to participate in a study or to notify the researcher of the need to cancel/reschedule (which is also managed through the SONA system) will mean that you do not receive the 5% credit for final course grade.
4. Login to SONA (<http://comm.uky.edu/sona/>) and assign all awarded credit to the course and section to which you would like your research credit assigned.

### Deadlines

1. You may sign up for studies between September 13th and October 25th (Friday of midterms). After this date, you may still sign up for any available research opportunities until the final deadline of December 6th (Friday before Dead Week), but there is no guarantee that more studies will continue to be offered. (The alternative assignment will remain available until Friday, December 6th, 2019).
2. **You must complete all studies you signed up for by Friday, December 6th, 2019, including the alternate assignment.**
3. All research credit must be assigned to your class(es)/section(s) in SONA (<http://comm.uky.edu/sona>) by Friday, December 13th, 2019 (Friday, the last regular day of classes).

*Please note:* COM/ISC SONA requirements are different from the SONA requirements/pools that may exist in other Colleges and units and *must be completed separately and in addition to any other SONA requirements set forth by those other Colleges and units.*

*Complaints or concerns:* Complaints about research study credit assignment will be directed to the researchers. Students with questions related to the SONA system can contact COMSONAHelp@gmail.com.

## GRADING CRITERIA

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**There are no optional assignments.** Your grade in COM 315 is a function of the following:

Your grade in this course is a function of the following:

		<b>Points</b>
<b>Exams (40%)</b>		<b>400</b>
• Exam #1 (09-19-2019)	50 points	
• Exam #2 (10-10-2019)	100 points	
• Exam #3 (11-12-2019)	100 points	
• Cumulative Exam #4 (12-12-2019)	150 points	
<b>Secondary Research Term Project (30%)</b>		<b>300</b>
• Initial Proposal Rationale (09-05-2019)	10 points	
• Final Proposal (10-17-2019)	50 points	
• Final Application Paper (11-26-2019)	240 points	
<b>Participation (30%)</b>		<b><u>300</u></b>
• Reading Quizzes ((5Qs X 2 = 10)* 10 quizzes)	100 points	
• Discussion Posts (TBD: 3 @ 50 pts or 6 @ 25 pts each)	150 points	
• SONA Research Participation	50 points	
<b>TOTAL</b>		<b>1000</b>

The University of Kentucky College of Communication and Information faculty do not use the “plus/minus” system. Based on student input, the university uses less-sensitive, but more traditional, “straight” letter grades. Final letter grades will be assigned based on the following point distribution:

Grade	Point Range	Quality Points (GPA)
A	900-1000	4.0
B	800 – 899	3.0
C	700 – 799	2.0
D	600 – 699	1.0
E	Below 600	0.0

### Midterm Grade and Final Examination Information

Midterm grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>) which should be during the week of October 21-25, 2019. The final cumulative examination (Exam #4) is scheduled for December 12, 2019 from 12:30-1:45 p.m..

### Extra Credit Opportunity

There is an opportunity for 1% (10 points) extra credit provided that TCE completion for COM 315 is equal to or greater than 80% of all students enrolled in the course.

## COURSE POLICIES, GENERAL POLICIES AND RESOURCES

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### General Expectations

It is my expectation that you will:

1. Be on time for all class meetings. Excessive tardiness may impact your ability to complete the course.
2. Be prepared for class by reading all assigned material BEFORE the class in which we are discussing that material.
3. Pay attention to instructions when turning in assignments. Failure to understand instructions is never a valid excuse for missing an assignment.
4. Communicate early and often with Shelby and me when emergencies or unexpected circumstances arise (i.e. email with an explanation and strategy for getting caught up in the class). The more informed we are, the more understanding we'll be.
5. **Limit the use of personal devices for non-academic purposes.** I understand that your cell phone/tablet/computer is very important to you. If you limit the use of the devices, I promise that it will result in a more rich and focused discussions in class. Also, it will help you focus in class.

### Canvas

We will be using Canvas in this course throughout the semester. All syllabus updates, lecture notes, assignment updates/information, study guides for the exams, discussions, and course announcements will be posted in Canvas. This course should show up in your Canvas shell. If you do not have a Canvas account or are having problems accessing your account, please call or visit the UK help desk online (<http://www.uky.edu/ukat/help>)

### Email

During the semester, I frequently send out email using the email tool built into Canvas. This tool is maintained by the university and utilizes your UK email address. Therefore, you must regularly check this email. It is your responsibility to get your email forwarded to your UK account. Failure to check your university email might mean that you miss important class updates and information. You are responsible for information in these

emails. Coming to me at the end of the semester and saying that you have not been receiving my emails is NOT an acceptable excuse for missing important due dates and class information.

### **Appointments and Office Hours**

I really do enjoy meeting with students during office hours! Although I plan to be in my office during posted office hours, I occasionally step out to speak with colleagues, hold group conversations in larger spaces, or to work in nearby computing locations. Therefore, it is important that you **always email me when requesting an appointment or inform me that you will be coming to office hours**. This is particularly helpful during busy times in the semester when many students plan to visit office hours and is a policy meant to benefit students and myself by making the most efficient use of our time. Furthermore, appointments and meetings are a privilege that should not be abused, please come prepared with materials and questions to ask prior to meeting with me. Please note, when it comes to daily attendance and general questions, please contact Shelby first.

### **Reading, Lecture Notes, and Class Announcements**

Readings are to be completed before class—hence the reason for assigning you the reading quizzes. My expectation is that you have read whatever is assigned before coming to class that day. In addition to readings from the text, I may post additional readings in PDF format on Canvas and any PowerPoint slides that are used during class on a rolling basis throughout the semester. You are expected to be checking for the notes/additional readings frequently. Students will benefit from taking notes during lectures. I will update Canvas frequently throughout the semester so you should never have any doubt as to where you can access information that is related to our class discussion and the course syllabus.

### **Assignment Submission and Late Work**

All assignments in this class will be turned in via canvas. **If an assignment is not turned in on the day and time noted in the syllabus/canvas, then IT WILL NOT BE ACCEPTED.** Late work (without a valid excuse) will automatically receive a zero. Assignments are still considered late because technology has failed in some way (e.g., your computer crashed, your car wouldn't start, etc.). And, always keep in mind that you will never be penalized for turning an assignment in early! **No late work/make-up work accommodations will be given without an excused absence (please see full attendance policy below).**

### **Excused Absences & Verification**

Students need to notify the Instructor (or teaching assistants) of anticipated absences they wish to be considered excused prior to missing class when possible. For both anticipated and unanticipated absences - if the student wishes the absence to be considered as excused, proper and **appropriate documentation verifying the legitimacy of the absence must be presented to the Instructor within one week of the student's return to class in order to be considered.** If appropriate and proper documentation is not submitted within one week of the student's return, the absences will be considered unexcused and the policy for unexcused absences will apply (see below for department policy concerning unexcused absences):

***S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness (medical documentation may be required, see below), (b) illness or death of family member (documentation may be required), (c) University-related trips (see below), (d) major religious holidays (see below), (e) interviews for graduate/professional school or full-time employment post-graduation,\* and (f) other circumstances found to fit "reasonable cause for nonattendance" by the Instructor.***

If you anticipate an absence that falls under "other circumstances" please check with the Instructor PRIOR to the absence and she or he will make the determination whether the absence is to be excused or not excused as per University policy (see below). University-related trips include those for members of student organizations sponsored by an educational unit, trips for University classes, and trips for

participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. For University trips, when possible, the student must notify the Instructor of Record prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the student's return to class or the absence will be deemed unexcused and the Department's policy on unexcused absences will apply (see below). Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.

### **Appropriate Verification for an Excused Absence for Illness**

According to University Senate Rule 5.2.4.2.A, a student's absence is excused when a student's illness is "significant." The Instructor has "the right to request appropriate verification" of the illness. University Health Services ("UHS") has prepared a statement about class attendance and student illnesses that is useful for students and faculty. That statement may be found at <http://ukhealthcare.uky.edu/uhs/student-health/attendance/>. The statement discusses the important public health and policy reasons why a student with a significant illness ought to be absent from class, yet should not make a visit to UHS. UHS provides in this circumstance an "Explanatory Statement of Absence from Class" or a "Tier 1" excuse that students may complete and submit to the Instructor to document an absence from class. "Tier 2" and "Tier 3" documents are generated by UHS. The Tier 2 document is an email sent to the student, at the student's request. The email confirms that the student made a medical visit to UHS. In order to provide the Instructor with verification of an illness, the student will forward the email received from UHS to the Instructor, who may then email the original sender to verify the authenticity of the email sent to the student. The Tier 3 document is a form that UHS provides by email to the student. This form "states any applicable restrictions [on the student] based on illness or injury." Tier 1 statements are not acceptable as documentation justifying an absence for it to be excused. Tier 2 will be accepted as appropriate documentation for an absence to be considered excused when the student makes a medical visit to the UHS *on the day and time of class*. Tier 3 will be required for all other circumstances such as a major illness requiring missing more than one class period or has other extenuating circumstances. *Health care providers' notes presented as verification from outside the University Health System will be expected to follow the same verification principles as the UHS Tier 2 and UHS Tier 3 documentation.*

**\*Please Note: The TAs and I will verify every excuse that we receive. If you provide us with a false note, we will treat it as an academic offense and turn it over to the DUS, Department Chair, and potentially the Academic Affairs committee.**

### **Religious Holidays**

Students anticipating an absence for a major religious holiday are responsible for notifying the Instructor in writing of anticipated absences due to their observance of such holidays no later than the last day of add/drop. Information regarding dates of major religious holidays may be obtained through the religious liaison, Dr. David Beach (859-257-2754).

### **Withdrawals and Incompletes**

***In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as per university policy. Specifically, if a student has excused absences in excess of 20% or one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the Instructor may strongly encourage the student to petition for a "W" or take an "I" in the course rather than fail the course outright [US: 2/9/87; RC: 11/20/87].***

Specifically, if a student has excused absences in excess of 20% or one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the Instructor may strongly encourage the student to petition for a "W." In the case where a significant number of excused absences (>20%) affect the course grade, the student may petition for an "I" (or Incomplete) in the course. To do so, the student will be required to make arrangements with the instructor to complete incomplete work, which accrued due to the number of excused absences. An "I" grade shall not be conferred when the student's reason for incompleteness is due to unexcused absences or found to be unsatisfactory to the Instructor of Record. For each "I" grade request, the student and Instructor of Record shall complete an appropriate



file record on a standard form provided by the Registrar, which shall include the following: (a) the name of the student; (b) the course number and hours of credit; (c) semester and year of enrollment; (d) signature of the Instructor of Record; (e) a brief statement of the reason(s) for recording the incomplete; (f) specific instructions on how alternate grades on the work to be completed will affect the final grade; (g) the specific time requirement (not to exceed 12 months) set by the Instructor of Record for removal of the “I” grade and consequences of not removing the “I” grade; and (h) signature of the student, if feasible. Failure to comply will result in the Instructor's assignment of a letter grade the course.

**In practical terms, this means that for classes that meet on Tuesdays and Thursdays one cannot have more than 6 excused absences and for classes that meet on Monday, Wednesday, and Friday one cannot have more than 9 excused absences, and for classes that meet once a week students can only have 3 excused absences or students will be encouraged withdraw from the class as per University policy [US: 2/9/87; RC: 11/20/87].**

### **Responsibility for Missed Information, Work and/or Exams**

If you miss a class, you are responsible for obtaining information presented during that class session (this includes videos or notes). This is not the Instructor's responsibility. For excused absences the Instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred [US:11/10/85 and RC: 11/20/87]. The Instructor is under no obligation to provide the student an opportunity to make up the work and/or exams for unexcused absences.

### **Federal Regulation Regarding Disbursement of Federal Financial Aid Funds (Title IV) – Policy for Confirming Student Enrollment and Engagement in Courses**

Federal regulation mandates that federal financial aid funds (Title IV) may only be disbursed to students who are actually enrolled and engaged in coursework. This regulation mandates that institutions provide evidence of engagement early in each semester. To comply with this mandate, all instructors of undergraduate and graduate courses (including lab sections, online courses, internships, independent studies, and research credits) in the College of Communication and Information will **be required to confirm student attendance or engagement in classes during the two-week period following the last day to add a class.** In order to meet federal regulations, the instructor will monitor student participation in this class through attendance or assignments. Students who miss class periods or assignments during the first three weeks of the semester may be dropped from the course. If you will be missing a class period or will not be submitting some assignment during that period, it is your responsibility to notify the instructor, even if the absence or missed assignment is not excused under university rules.

### **Grade Appeals (Grievances)**

To discuss or appeal a grade on an assignment, activity, or exam, you must email me a professionally written explanation of your argument as to why you feel the grade is in error. This must be done within 72 hours of receiving the grade. Grades may go up or down due to an appeal decision. Occasionally, students are unsatisfied with some dimension of the course. In such cases, students should schedule a meeting, first, with the instructor. If the student and instructor cannot reach a satisfactory resolution, the student should schedule a meeting with the Director of Undergraduate Studies in Communication, Kelly McAninch ([kelly.mcaninch@uky.edu](mailto:kelly.mcaninch@uky.edu))

### **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. See additional information for specific procedures for addressing academic offenses. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the

Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

### **Plagiarism**

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

***Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.***

### **Cheating**

Senate Rule 6.3.2: Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. The Department of Communication also considers presenting false documentation of an excused absence (e.g., a falsified note from a doctor) as cheating.

### **Procedures for Addressing Academic Offenses**

The Department of Communication will follow the procedures outlined by Senate Rules 6.3.0 and 6.4.0 to address academic offenses, summarized by the Ombud at

[http://www.uky.edu/Ombud/ForStudents\\_AcademicIntegrity.php](http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php)

First, the instructor and student should set up a meeting so both parties may explain and discuss concerns of cheating/plagiarism. Second, after the meeting, if the instructor deems that NO academic offense has occurred, no further action will be taken. However, if, after the meeting, the instructor deems an academic offense HAS occurred, the instructor (with the help of the Director of Undergraduate Studies in COM) will inquire about a student's prior record of academic offenses from the Registrar's Office. Third, depending on the student's prior record, the instructor (with the help of the Director of Undergraduate Studies) will determine the penalty. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense relates to a student's attendance (e.g., in the case of falsified documentation of an excused absence), the minimum penalty is an unexcused absence and a zero on any missed assignments made up using the falsified excused absence. The student may also be reported for a violation of the Student Code of Conduct through the Office of Student Conduct. If the offense is considered severe or the student has other academic offenses on record, more serious penalties may be imposed, starting with an E in the course and ranging up to suspension/expulsion. Fourth, EVERY academic offense resulting in some penalty will be reported to the Ombud to be kept on the student's

record with the Registrar's Office. The offense will be reported via a letter from the Director of Undergraduate Studies sent to the student's university email account (cc: instructor and Academic Ombud). The student has the right to appeal the department's determination by contacting the Academic Ombud within ten days. More information about this appeals process can be found at [http://www.uky.edu/Ombud/ForStudents\\_AcademicIntegrity.php](http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php)

If the department determines a student has committed an academic offense (and that offense is upheld by the university in the case of an appeal), the student may NOT withdraw from the course. If the student does withdraw, the Registrar will reinstate the student.

### **Right to Privacy**

Right to Privacy (FERPA): The Family Educational Rights and Privacy Act ensures that your student records (for any students over 18 years of age) are kept confidential. I will not release your grades to anyone other than you or school officials who are given permission to view your progress. Anyone other than you (or an approved school official) may not request any information (beyond simple directory information) about you, your progress, or your status as a student in my class – this includes parents, partners, and other students. For more information, see: <http://www.uky.edu/registrar/obligation-privacy>

### **Students with Disabilities**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### **Student Conduct/Respect for Your Peers/Diversity**

Students are expected to always respect their class colleagues. Disagreements between students or between the instructor and students should always be respected. However, these discussions and debates should always be characterized by constructive criticism and civilized dialogue. The dignity of all individuals should always be respected. The University of Kentucky and the United States in general are diverse multicultural institutions where people have different beliefs, ethnicities, races, gender identities, sexual preferences, religious orientations and physical needs. Let's respect these differences. *The College of Communication and Information is committed to fostering a diverse, welcoming, empowering, and inclusive community. We believe that diversity and inclusion are drivers of excellence, collaboration, creativity, and success. We strongly support intellectual freedom and the right to hold diverse perspectives, while at the same time condemning all forms of hatred and oppression.*

In order to maintain a productive work environment, silence your cell phone before each class period and refrain from texting, eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

### **SUMMARY STATEMENT OF STUDENT RESPONSIBILITY**

It is the responsibility of every student to know and follow all policies in this syllabus. Failure to know the rules of the class does not excuse any student from any requirements, assignments, or responsibilities. If you have any questions about assignments or policy, just ask and I will be happy to answer

## HOW TO STUDY AND EARN AN “A” IN THIS COURSE

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The following guidelines are offered as the best way to master the material in this course and earn an “A:”

- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises. Be certain that your comments improve on the silence.
- Participate in the on-line discussions and make use of canvas and other web resources
- Take notes as though you will be explaining the content to a friend who missed it.
- Communicate with your instructor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Ask questions if you don’t understand something. Just because others aren’t asking questions doesn’t mean they understand everything being said. If something isn’t clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an e-mail.
- Summarize, re-write, or otherwise review your notes between classes. Don’t wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings (multiple times if necessary)—and take notes in the margins of the textbook. Don’t wait for the last minute to read! There’s no reason you can’t read ahead.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write out what you think would be a likely essay question.
- Don’t simply highlight the readings with a marker (This can be a trap - it *isn’t* true that “to highlight is to know.”).
- Think about your written assignments *before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- DON’T PROCRASTINATE!
- Work with Dr. Lane and Shelby outside of class as needed.

**PLEASE NOTE: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.** Do not attempt to submit any assignments that are not **your original work**. If you are not familiar with the UK Code of Student Conduct, you can read a summary here:

<http://www.uky.edu/studentconduct/code-student-conduct>

The official details and Academic Regulation 4:10 are available as a PDF here:

<http://www.uky.edu/studentconduct/sites/www.uky.edu.studentconduct/files/AR%204-10%20Student%20Code%20and%20Procedures.pdf>

### TENTATIVE DAILY SCHEDULE

Following is a **tentative**, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are actually covering in class. Any substantive changes will be posted in the class canvas shell.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	8/27/19	Introduction and Conceptual Framework (pp. 1-12)	1	
	8/29/19	Secondary Research - Select Company - NO FORMAL CLASS - Workday		<b>Introduction Post Due by Midnight (EST)</b>
#2	9/3/19	Secondary Research - Research Company Diversity/Inclusion Policies - NO CLASS - Workday		
	9/5/19	Diversity Legislation in a Global Perspective: Equality and Fairness in Employment (pp. 14-50)	2	<b>Initial Proposal Rationale Due (10 points)</b>
#3	9/10/19	Discrimination, Equality, and Fairness in Employment (pp. 51-72) (Project Approvals)	3	Reading Quiz #1 DUE Before Class
	9/12/19	Global Demographic Trends: Impact on Workforce Diversity (pp. 73-95)	4	
#4	9/17/19	Socioeconomic Transitions: The New Realities of the Global Workforce (pp. 96-111)	5	
	9/19/19	<b>EXAM #1 (Chapters 1-4) "The Global Context for Diversity Management"</b>		<b>Unit Test #1 (50 points)</b>
#5	9/24/19	Defining Diversity in a Global Context: Prejudice and Discrimination (pp. 114-145) (GUEST SPEAKER)	6	Reading Quiz #2 DUE Before Class
	9/26/19	Theoretical Perspectives on Diversity and Exclusion in the Workplace (Pt. 1) (pp. 146-171)	7	Reading Quiz #3 DUE Before Class
#6	10/1/19	Theoretical Perspectives on Diversity and Exclusion in the Workplace (Pt. 2)	7	
	10/3/19	Culture and Communication in the Global Workplace (Pt. 1) (pp. 172-190)	8	Reading Quiz #4 DUE Before Class
#7	10/8/19	Culture and Communication in the Global Workplace (Pt. 2) Cross-Cultural Adaptation Theory	8	
	10/10/19	<b>EXAM #2 (Chapters 5-8) "Social Psychological Perspectives of Workforce Diversity"</b>		<b>Unit Test #2 (100 points)</b>
#8	10/15/19	Interpersonal Relationships in a Global Work Context (pp. 191-206)	9	
	10/17/19	Diversity Management: Paradigms, Rationale, and Key Elements (pp. 208-223)	10	<b>Final Proposal Due (50 points)</b>
#9	10/22/19	<b>Fall Break - Midterm of Fall 2019 Semester - NO CLASS</b>		
	10/24/19	Inclusive Leadership: Unlocking the Diversity Potential (pp. 224-237)	11	Reading Quiz #5 DUE Before Class
#10	10/29/19	Inclusive Workplace Model (IWM): Managing Globalized Workforce Diversity (pp. 238-241)	12	
	10/31/19	IWM Level I - Inclusion Through Diversity Within the Work Organization (pp. 242-258)	13	Reading Quiz #6 DUE Before Class
#11	11/5/19	IWM Level I Case Studies (ELECTION DAY)	13	
	11/7/19	IWM Level II - Inclusion Through Corporate-Community Collaborations (pp. 259-275)	14	Reading Quiz #7 DUE Before Class
#12	11/12/19	<b>EXAM #3 (Chapters 9-13)</b>		<b>Unit Test #3 (100 points)</b>

	11/14/19	National Communication Association Convention - Work Day (Peer Feedback)		
#13	11/19/19	IWM Level III - Inclusion Through State/National Collaborations (pp. 276-287)	15	Reading Quiz #8 DUE Before Class
	11/21/19	IWM Level IV - Inclusion Through International Collaborations (pp. 288-300)	16	Reading Quiz #9 DUE Before Class
#14	11/26/19	Peer Feedback for Final Paper		<b>Final Paper Due by midnight (240 points)</b>
	11/28/19	Thanksgiving Break - NO CLASS		
#15	12/3/19	Practical Steps for Creating an Inclusive Workplace (pp. 301-313)	17	Reading Quiz #10 DUE Before Class
	12/5/19	Toward a Globally Inclusive Workplace: Putting the Pieces Together (pp. 314-319)	18	
#16	12/10/19	Final Exam Study Session		
	12/12/19	<b>EXAM #4 (Chapters 14-18 - Comprehensive)</b>		<b>Unit Test #4 (150 points)</b>

## **SECONDARY RESEARCH “APPLIED” TERM PROJECT**

### **Initial Proposal Organization and Rationale (10 points – 1%)**

Because the final project requires you to apply course content to an actual organization, you need to **select an organization** as soon as possible. For this “initial proposal organization and rationale” assignment (worth 10 points – 1% of your total course grade), you will be expected to **identify an organization you would like to study and provide a rationale for why the company is appropriate for the final applied research term project**. As such, we need to approve your organization as soon as possible. This assignment is due on September 5 and we will provide approval no later than September 10, 2019. Ultimately, the selection of an organization early in the course will make the concepts we discuss in class will be more relevant and meaningful to you.

You’ll be submitting your organization and rationale through a canvas assignment page so you will not have to worry much about formatting for this assignment. However, you need to think through your organization and the elements of the assignment. You will have one week to select a company and begin research on the diversity and inclusion policies unique to the company. The initial proposal organization and rationale (worth 10 points and due 09-05-2019 by midnight) will provide us with the name **of the company and a brief rationale for why you would like to focus on the organization for your final term project**. I encourage you to select a company from the list <https://www.diversityinc.com/the-2019-top-50-diversityinc/> that reflects the type of organization for which you would one day like to work—think about your “dream job.”

The organization chosen should be “real” and reasonably complex, with several distinct work groups and at least three levels of management. A business firm, social agency, school, hospital, government bureau, etc. are all good possibilities. Unacceptable choices are organizations like fraternities, sororities, clubs, departments, and any organization that will not give you a complete picture of a true organization. Check with us if you have any question regarding the suitability of an organization for this assignment.



## Final Paper Proposal Description (50 points – 5%)

Your final paper proposal (worth 50 points and due 10-17-2019) will expand on your initial proposal and include a brief history of the organization, a description of at least two of the organization's inclusive workplace policies, initiatives, and programs, and include at least five (5) potential sources on a reference page that you will likely use in your final paper. This final project will result in a written document ranging between approximately 6-12 pages of text (excluding cover page, references, tables, etc.) that details what you have learned from your research about your topic as it relates to organizations, communication, diversity, culture and citizenship. Your final paper is due Tuesday, November 26, 2019 by midnight—before you leave campus for Thanksgiving break.

For this assignment, you will be expected to include your approved organization and short rationale (from the initial proposal) and proposal for the organization you would like to write about for the Final Paper. The paper should be 1-2 pages in length, written using APA style, 12pt Times New Roman font, double-spaced, with 1 inch margins all the way around. Please do not add extra spacing between lines.

### Steps to complete topic:

- Select an organization from the list provided below.
- Provide a rationale for why you would like to discuss this organization in your project
- Provide a **BRIEF** 1-paragraph overview and history of the organization
- Identify and Describe **at least 2** of the organization's inclusive workplace policies, initiatives and programs.

Note that laws are not policies. Federal Equal Employment Opportunity (EEO) Laws, such as the Civil Rights Act of 1964 (Title VII), which prohibits employment discrimination based on race, color, religion, sex, or national origin or the Equal Pay Act, etc. are laws and not workplace policies

- List at least **5** potential sources on a reference page that you may use in your paper (company website, articles about the company, etc.)

**Note: Use subheadings for each section, e.g., “Rationale for Organization”, “Overview and History”, etc.)**

### Final Paper Proposal Outline and Grading Rubric:

**Organization Identified:** graded in the initial proposal

**Rationale for organization:** graded in the initial proposal

**Brief overview and history:** 5 points

**List of inclusive policies:** 25 points

**APA style, spelling, grammar, spacing, font, subheadings:** 10 points

**List of at least 5 sources on a reference page:** 10 points

#### Sources Description

- At least 5 total sources OUTSIDE OF THE TEXTBOOK (only 2 can be websites and at least 3 other scholarly articles, newspaper articles, magazine articles etc.).
- Company website, articles about the company are especially useful
- You should not have more than 3 .com, .edu, .net, etc. websites on your reference page.  
(NOTE: Wikipedia and YouTube do not count as sources).



**COM 315 Application Paper Assignment Description:**  
**240 points (24% of Course Grade)**

Continuing on from your proposal, using the approved organization and the **5 different sources** (both Internet based and from newspapers, magazines and research articles) provide:

- A brief background about the organization and its main business
- The company's motivation for implementing inclusive practices (e.g., major law suit, CEO's vision, etc.)
- The nature and extent of the inclusive programs and practices – **analyze the programs using the Inclusive Workplace Model and make sure that you cover all 4 levels of the model.**
- Evidence of outcomes (e.g., more satisfied employees, better PR, etc.)

**Outline/Format of 6-to-12-page paper (does not include title page, reference page)**

**Introduction – 20 points:**

Introduce your organization. Provide a creative example, quote, or story to engage the reader. Provide a rationale for why you picked this organization. Provide a brief description of the history and set-up of the organization. Preview the main sections of your paper.

**Body: – 150 points:**

Discuss and APPLY **all 4 levels of the Inclusive Workplace Model.**

**Use subheadings for each level to earn a higher grade!**

Describe the company's inclusive policies and the company's motivation for implementing the inclusive practices (e.g., major lawsuit, etc.) Also discuss the nature and extent of the inclusive practices and programs and make sure to cover **all 4 levels of the Inclusive Workplace Model.** Finally, discuss the evidence of outcomes as a result of those inclusive practices.

**Conclusion – 20 points:**

Provide a brief summary of your paper to review what you have discussed. Provide a closing thought.

**Details – 50 points**

- Use proper grammar, spelling, spacing, and the same font throughout the paper.
- Use transitions between the different parts of your paper.
- Use headings to break up the sections of your paper
- 5 sources cited in text and on the reference page in APA or MLA
- **Page length does not include title page, reference page**
- 1 inch margins, 12 pt Times New Roman font, double-spaced

**Points will be deducted for papers that do not meet the minimum requirements page length or sources.**

**Sources description** – At least 5 total sources OUTSIDE OF THE TEXTBOOK (only 2 can be websites and at least 3 other scholarly articles, newspaper articles, magazine articles etc.). Your scholarly articles can be accessed online through the library website but you cannot have more than 3 .com, .edu, .net, etc. websites on their reference page. Wikipedia and YouTube do not count as sources. One of the sources can be personal communication with a reliable source within the company (such as the human resource department) via phone or e-mail, but this is OPTIONAL