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OFFICE OF THE  
COMMUNICATIONS COUNCIL

RS/PS/16

**Course Information**

Date Submitted: 2/11/2016

Current Prefix and Number: COM - Communication , COM 525 ADVANCED ISSUES IN ORGANIZATIONAL COMMUNICATION

Other Course:

Proposed Prefix and Number: COM 525

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

**1. General Information**

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Communication

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Don Helme

Email: don.helme@uky.edu

Phone: 7-8886

Responsible Faculty ID (if different from Contact)

Name: Don Helme

Email: don.helme@uky.edu

Phone: 7-8886

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: ADVANCED ISSUES IN ORGANIZATIONAL COMMUNICATION: SUBTITLE REQUIRED

Proposed Title: ADVANCED ISSUES IN ORGANIZATIONAL COMMUNICATION: SUBTITLE REQUIRED

c. Current Transcript Title: ADVANCED ISSUES IN ORGANIZATIONAL COMM

Proposed Transcript Title: ADV ISSUES IN ORG COM: (SR)

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? Yes

2i. Current Course Description for Bulletin: Examines theory and research relevant to understanding advanced issues in organizational communication. Topics may include strategies of innovation, organizing, networking, decision-making, globalization, technology, power, and diversity.

Proposed Course Description for Bulletin: Examines theory and research relevant to understanding advanced issues in organizational communication. Topics may include strategies of innovation, organizing, networking, decision-making, globalization, technology, power, and diversity.

2j. Current Prerequisites, if any: Prereq: COM 326 or COM 351.

Proposed Prerequisites, if any: Prereq: COM 326 or COM 351.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: We are asking to make this course which is already subtitle required to be repeatable for a total of 6 credit hours so a student can take it twice under different professors with different foci for this advanced course in organizational communication.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ELCOHE2|Elisia Cohen|COM 525 CHANGE Dept Review|20160211

SIGNATURE|MSBEAC2|Megan B Sizemore|COM 525 CHANGE College Review|20160226

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 525 CHANGE Undergrad Council Review|20160415

SIGNATURE|ZNNIKO0|Roshan N Nikou|COM 525 CHANGE Graduate Council Review|20160512

### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	6227	COM 525 Repeatable Course Change.docx
Delete	6433	COM 525 Fall 2012 Syllab, final.docx
Delete	6692	COM525 Scarduzio Syllabus revised.doc

NOTE: Start form entry by choosing the Current Prefix and Number  
 (\*denotes required fields)

<b>Current Prefix and Number:</b>	COM - Communication COM 525 ADVANCED ISSUES IN ORGANIZATIONAL COMM	<b>Proposed Prefix &amp; Number.</b> (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	COM 525
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a. Submitted by the College of:		COMMUNICATION AND INFORMATION	
		Submission Date: 2/11/2016	
b. Department/Division:		Communication	
c.* Is there a change in "ownership" of the course?			
<input checked="" type="radio"/> Yes <input type="radio"/> No    If YES, what college/department will offer the course instead? <input type="button" value="Select..."/>			
e.* Contact Person Name:		Don Helme      Email: don.helme@uky.edu      Phone: 7-8886	
* Responsible Faculty ID (if different from Contact):		Don Helme      Email: don.helme@uky.edu      Phone: 7-8886	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval    OR <input type="checkbox"/> Specific Term: <sup>2</sup>	
<b>2. Designation and Description of Proposed Course.</b>			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL.* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change will not affect DL delivery.			
b. Full Title:		ADVANCED ISSUES IN ORGANIZATIONAL COMMUNICATION: SUBTITLE REQUIRED Proposed Title: * ADVANCED ISSUES IN ORGANIZATIONAL COMMUNICATION: SUBTITLE REQUIRED	
c. Current Transcript Title (if full title is more than 40 characters):		ADVANCED ISSUES IN ORGANIZATIONAL COMM	
c. Proposed Transcript Title (if full title is more than 40 characters):		ADV ISSUES IN ORG COM: (SR)	

<b>d. Current Cross-listing:</b>	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none	
<i>Proposed – ADD<sup>2</sup> Cross-listing (Prefix &amp; Number):</i>					
<i>Proposed – REMOVE<sup>3,4</sup> Cross-listing (Prefix &amp; Number):</i>					
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern</b>					
<b>Current:</b>	Lecture 3	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
<b>Proposed: *</b>	Lecture 3	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
<b>f. Current Grading System:</b>		ABC Letter Grade Scale			
<i>Proposed Grading System:*</i>		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
<b>g. Current number of credit hours:</b>	3	<i>Proposed number of credit hours:*</i>	3		
<b>h.* Currently, is this course repeatable for additional credit?</b>				<input type="radio"/> Yes <input checked="" type="radio"/> N	
<b>* Proposed to be repeatable for additional credit?</b>				<input checked="" type="radio"/> Yes <input type="radio"/> N	
<b>If YES:</b>	<i>Maximum number of credit hours:</i>		6		
<b>If YES:</b>	<i>Will this course allow multiple registrations during the same semester?</i>			<input checked="" type="radio"/> Yes <input type="radio"/> N	
<b>i. Current Course Description for Bulletin:</b>					
Examines theory and research relevant to understanding advanced issues in organizational communication. Topics may include strategies of innovation, organizing, networking, decision-making, globalization, technology, power, and diversity.					
<b>* Proposed Course Description for Bulletin:</b>					
Examines theory and research relevant to understanding advanced issues in organizational communication. Topics may include strategies of innovation, organizing, networking, decision-making, globalization, technology, power, and diversity.					
<b>j. Current Prerequisites, if any:</b>					
Prereq: COM 326 or COM 351.					
<b>* Proposed Prerequisites, if any:</b>					
Prereq: COM 326 or COM 351.					
<b>k. Current Supplementary Teaching Component, if any:</b>				<input type="radio"/> Community-Based Experience	

		<input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> N
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> N
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> N
	If YES, explain and offer brief rationale:	
	We are asking to make this course which is already subtitle required to be repeatable for a total of 6 credit hours so a student can take it twice under different professors with different foci for this advanced course in organizational communication.	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> N
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> N
	If YES <sup>2</sup> , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you <i>must include the differentiation</i> between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different gra in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

**Advanced Issues in Organizational Communication:  
The Dark Side of Organizational Communication  
Fall 2015**

COM 525 Section 003 11:00AM-12:15PM TTH

Room: Funkhouser Biological Sciences Building Rm. 306B-FB

**Instructor Information:**

Dr. Jennifer A. Scarduzio, Ph.D. Email: jennifer.scarduzio@uky.edu

Office: Grehan 243 Office Phone: 859-257-2954

Office Hours: Tuesdays 1:00-2:30PM & Thursdays 1:00-2:30PM and by appointment

**Required Text:**

Vorell, M., Carmack, H., & Scarduzio, J. A. (2013). *Surviving work: Toxic organizational communication*. Dubuque, IA: Kendall Hunt. ISBN: 978-1-4652-2617-4

**Course Description:**

An in-depth study of the dominant theories, principles and practices of toxic workplace communication within the organization through an examination of recent qualitative and quantitative research.

**Course Objectives:**

1. Recognize, apply, and explain the major theories and perspectives of organizational communication.
2. Understand the importance of communication in organizations at the macro-, meso-, and micro- levels.
3. Identify communication problems within organizations and apply organizational communication concepts, models, and theories to resolve these issues.
4. Demonstrate competent oral, written, and analytical communication skills through a group presentation, quizzes, examinations, and a final research paper.

**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.

**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.**

**The Multimodal Communication Lab (MC3)** is located in 107A Grehan (phone: 859-218-0221) and is your go to location for assistance on class presentations of all types. You have the opportunity to work one-on-one with peer tutors experienced and specifically trained in various presentational methods. We offer several resources, including but not limited to: Brainstorming potential oral, written, and visual presentation topics; organizing content and develop outlines; using proper APA/MLA style in outlines and papers; developing and using effective presentational aids, including PowerPoint, poster sessions, and prezi, improve public speaking delivery; and creating effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at <http://comm.uky.edu/MC3> or walk in to 107A Grehan.

**Disability Resources:** If you have a documented disability that requires academic accommodations, please see me by the end of the second week of class 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 (725 Rose Street, Multidisciplinary Science Building, Suite 407, Lexington, KY 40536-0082, (859) 257-2754, email address [susan.fogg@uky.edu](mailto:susan.fogg@uky.edu)) for coordination of campus disability services available to students with disabilities.  
<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html>

**Final Exam Information:**

Tuesday December 15<sup>th</sup> at 1:00PM in Funkhouser 306B

**Mid-term Grade:** Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/content/academic-calendar>)

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**Office Hours:**

Office hours provide an opportunity for you to have one-on-one time with me to discuss issues and questions that you may have regarding the course. Please use office hours. I have this time set aside exclusively for your benefit. If your schedule does not comply with my office hours, please contact me to find a time when we are both available to meet.

**Canvas:** We will be using Canvas to assist with various assignments and communication. Please check it frequently as I often post messages for the class via Canvas. Also, be sure that your correct email information is listed on Canvas and the university because I often send email to students via Canvas regarding changes, reminders, and updates about the class. For help with your username or password, or any other aspect of Canvas, please call the help desk at 859-218-4357 or email them at [helpdesk@uky.edu](mailto:helpdesk@uky.edu)

**Classroom Respect and Disruption:**

I ask that you please provide respect for instructors, guests, and other classmates regardless of whether you agree with their opinions or not. During this class, I expect you to demonstrate respect for others in the language and communication you use. Respect includes being mindful of others' experiences, opinions, values, and beliefs and it also includes refraining from using potentially offensive language that denigrates another person or a group of people.

Disrupting class, which includes technology use for non-coursework activities, and engaging in disrespectful behavior will not be tolerated. In accordance with the Code of Student Conduct ([www.uky.edu/studentconduct](http://www.uky.edu/studentconduct)), faculty may direct disruptive students to leave class for the day. If you are asked to leave class related to disruptive behavior, your final participation points will be reduced by 10 points per incident. Continual disruptions will also result in a referral through the student conduct process.

**Video Disclaimer:** We will be watching videos from various television shows, movies, and about research studies. Some of the videos may contain profanity or other material that some students may deem as offensive. The videos are being shown for an educational purpose. If you do not want to see these videos or you find them offensive in any way, you may leave the classroom when they are being shown. However, you will have to complete an alternative assignment to make up the activity points.

**Bringing Food to Class:** Small snacks and drinks are permitted in class, as long as they do not distract (e.g., large food items, crinkly wrappers, strong odors, etc.) others from learning.

**Cell Phones:** Turn off your cell phones and any other things that you own that vibrate, beep, ring, or is distracting to you and others while in this class. I have no tolerance for anyone who text messages during my class. I reserve the right to ask you to leave the class for the day if you are text messaging or using your cell phone inappropriately.

**NOTE: You should have all earphones removed during class, unless they are needed in relation to a disability.**

**Computers:** Although I see the value of having your laptop in the classroom, it should not be viewed as an opportunity to surf the web, update your Facebook or Instagram page, etc. If computer use becomes a distraction to learning/teaching, I will not hesitate to ban them.

**Grading Policies and Assignments:** Handwritten assignments will not be graded, but rather, will receive ZERO points. Also, I expect APA style for all assignments; this means 12-point font, double-spaced, with APA style citations. We will be using the 6th edition of APA. When in doubt, consult the APA Manual. It is available at the bookstore, in the library and on line. Additionally, poor spelling, grammar, punctuation, and format will negatively affect your grade. I strongly encourage you to proofread and edit your assignments prior to turning them in. Additionally, the Writing Center offers free assistance to students regarding communication through a variety of formats (e.g., written, visuals, presentations, video, etc.). Poor spelling, grammar, punctuation, and format will negatively affect your

grade. I strongly encourage you to proofread and edit your assignments prior to turning them in.

**Late Work:** Assignments and exams are to be turned in at the beginning of class on the day that they are due. Computer problems are NOT an excuse for late work. You should plan so that you are **not** submitting your assignment right before the due date. All late work without proper documentation for an acceptable excuse will receive ZERO points.

**Grade Appeals:** Follow the "24-7 Rule." You must wait 24 hours after receiving a grade and appeal within 7 days. No grade will be discussed on the day an assignment is returned. If you receive a grade that you believe to be incorrect, please provide either a written response, send me an e-mail, or come and talk to me during office hours, no later than 7 days after the assignment has been returned. I will then assess your response and reassess your grade, if warranted. Keep in mind that you must provide a well thought-out appeal; claims such as "I worked so hard" or "This is unfair" are unlikely to lead us to reassess your grade, so put some thought into your request.

#### **Course Assignments:**

**Participation/In-Class Activities (100 points):** Participation is not the same thing as attendance. Participation includes, but is not limited to, contributing thoughtful comments in class discussion, group and individual activities, asking provoking questions, and offering appropriate examples. Class activities and discussions are designed to help you work on various aspects of the communication process and to apply material from the text to real life experiences. You will get credit for participation during in-class activities. Point values will vary. There are no make ups for missed in-class activities unless you have a valid excuse.

**Reading Quizzes (100 points - 5 @ 20 points each):** You are expected to read the chapters listed on the date before you come to class. Reading quizzes will include specific questions from the assigned reading and will not be announced ahead of time. There will usually be 5 questions and could include short answer and/or multiple choice questions. Six quizzes will be given, but only five quizzes will count toward your grade. I will drop your lowest quiz score. There are no make ups for missed quizzes. If you are absent, then you lose the points for that quiz.

**Exams (375 points - 3 @ 125 points each):** There will be three examinations this semester (each worth 125 points). Exams will be a combination of multiple choice, short answer, and essay questions. Students are responsible for all course material including, but not limited to, assigned readings, quizzes, handouts, videos, and power point lectures.

**Group Organization Presentation (225 points):** The group presentation will be about 30 minutes long, will cover material on an organizational communication topic that I will assign, and will be graded both on quality of presentation and on quality of cooperation/organization exhibited by the group. The presentations will mainly be based on non-course-assignment materials that the group will gather. I will assign students to groups. Presentations can include YouTube clips and other resources as long as they do not occupy more than a third of the total group report time.

**Final Paper and Presentation (Undergraduate Students):** The culminating assignment in the course will be a final research paper and oral class presentation. Your paper will be expected to be 12-15 pages long, not counting title page and references, and include at least **five** sources outside of your textbook. The paper may also include details such as personal experience. The purpose of the paper will be to select an organization where you would like to be employed in the future. You will conduct research on the organization and explain, synthesize, and discuss a broad spectrum of course concepts as applied to the organization. More details about the assignment will be provided on the Canvas. The total points for the organizational research project will be based on:

1. Final Paper Proposal (25 points)
2. Final Paper (125 points)
3. Oral Presentation (50 points)

**Final Paper and Study Proposal (Graduate Students):** The culminating assignment in the course will be a final research paper, **study proposal**, and oral class presentation. Your paper will be expected to be 20-25 pages long, not counting title page and references, and include at least **ten** scholarly sources outside of your textbook. You will do library research to become acquainted with a dark side of organizational communication topic. You will then write a paper related to this topic that reviews at least **ten** empirical studies. In this paper, you should summarize the research, critique the research, and also offer theoretical and evidence-based advice for a general population audience on your topic. **Based on your research, you will write an additional paper where you will propose a study based on a gap in the literature on your topic.** More details about the assignment will be provided on the Canvas. The total points will be based on:

1. Final Paper Proposal (25 points)
2. Final Paper (125 points)
3. Oral Presentation (50 points)
4. Study Proposal (100 points)

**GRADE SHEET (Undergraduate Students)**

<b>Assignment</b>	<b>Possible Points</b>	<b>Points Earned</b>
Participation/In-Class Activities	100	
Reading Quizzes	100	
Exam #1	125	
Exam #2	125	
Exam #3	125	
Group Presentation Grade	125	
Group Individual Grade	100	
Final Paper Proposal	25	
Final Paper	125	
Oral Presentation	50	
<b>TOTAL</b>	<b>1000</b>	

**Undergraduate Student Grading Scale:**

A = 900 - 1000, B = 800 - 899, C = 700 - 799, D = 600 - 699, E = 599 or less

**GRADE SHEET (Graduate Students)**

<b>Assignment</b>	<b>Possible Points</b>	<b>Points Earned</b>
Participation/In-Class Activities	100	
Reading Quizzes	100	
Exam #1	125	
Exam #2	125	
Exam #3	125	
Group Presentation Grade	125	
Group Individual Grade	100	
Final Paper Proposal	25	
Final Paper	125	
Oral Presentation	50	
Study Proposal	100	
<b>TOTAL</b>	<b>1100</b>	

**Graduate Student Grading Scale:**

A = 990-1100, B = 880-989, C = 770-879, E = 769 or less

**Course Schedule\* (Schedule is tentative and subject to change!)**

Aug	27	TH	Syllabus, Introductions, and Course Overview	
Sept	1	T	Chapter 1 - What is Toxic Workplace Communication?	
	3	TH	Chapter 2 - Dysfunctional Workplace Personalities	
	8	T	Chapter 2 - Dysfunctional Workplace Personalities	
	10	TH	Chapter 3 - Overt Dysfunctional Workplace Interactions	
	15	T	Chapter 3 - Overt Dysfunctional Workplace Interactions	
	17	TH	Exam #1 (Chapters 1-3) Review	
	22	T	Exam #1	
	24	TH	Chapter 4 - Covert Dysfunctional Workplace Interactions	
	29	T	Introduce Group Project and Assign Groups	
Oct	1	TH	APA Workshop Day	
	6	T	Chapter 4 - Covert Dysfunctional Workplace Interactions	
	8	TH	Chapter 5 - Dysfunction at the Organizational Level	
	13	T	Introduce Final Paper Proposal, Final Paper, and Oral Presentation	
	15	TH	Chapter 5 - Dysfunction at the Organizational Level	
	20	T	Mandatory Group Workday	
	22	TH	Exam #2 (Chapters 4-5) Review	
	27	T	Exam #2	
	29	TH	Mandatory Group Workday	<b>Final Paper Proposal Due</b>
Nov	3	T	Mandatory Group Workday	
	5	TH	<b>Group Organization Presentations</b>	
	10	T	<b>Group Organization Presentations</b>	
	12	TH	<b>Group Organization Presentations</b>	
	17	T	Chapter 6 - Dysfunctional Workplace Excess	
	19	TH	Final Paper Workshop Day	
	24	T	Chapter 6 - Dysfunctional Workplace Excess	
	26	TH	No Class - Thanksgiving Holiday	
Dec	1	T	Oral Presentations	

	3	TH	Oral Presentations	<b>Final Paper Due</b>
	8	T	Chapter 7 - Dysfunctional Technology Issues	
	10	TH	Review for Final Exam (Exam #3) Chapters 6-7	
	15	T	<b>Final Examination (Exam #3) @ 1:00 PM</b>	