**HUMAN COMMUNICATION STUDIES**

**SEMINAR IN ORGANIZATIONAL COMMUNICATION**

**HCOM 525**

**FALL 2021**

**S. Irene Matz. Ph.D.**

**Professor:** Dr. S. Irene Matz **Office Hours:**

Associate Professor Tuesday 10:00 - 11:00 a.m.

State Academic Senator Or by appointment

ASCSU

**Office:**  CP 420-11

**Mail:** CP 420

**Phone:**  657-278-4418 email: [Imatz@fullerton.edu](mailto:Imatz@fullerton.edu)

Website: <http://commfaculty.fullerton.edu/imatz>

Canvas: HCOM 525

<http://coronavirus.fullerton.edu>

**Personal Note**

**Personal Health & Safety**

Dear students, we have all been through an unprecedented time in our lives – unexpected, unpredictable, and unimaginable. I hope that you and your family and friends remained healthy throughout this time. Returning to campus and our normal lives will be another transition for all of us. I want you to know, without hesitation, that I am here for you to help you navigate through this period. For some of you, it may be seamless, and yet, for others more challenging. Listed below are resources for you to contact – do not hesitate if you need support. I’m not a trained therapist, but I’m a good listener because I care; and if I’m unable to help you, I do know the services that we provide for our students and can direct you there – personally walking you to the facility if needed.

Campus services:

* CAPS 24/7 crisis phone services for students: (657)278-3040
* YOU@Fullerton: A free and confidential wellness portal that connects students to academic, physical and mental health resources. Student visit: <https://you.fullerton.edu>
* CAPS appointments for students: (657) 278-3040 or visit <https://www.fullerton.edu/caps/>
* Please call 911 for any and all emergencies.

**Class Meeting Time & Room**

4:00 – 6:45 p.m.

CP 420 – 12

**Course Description:**

Theoretical postulates concerning managerial and organization communication. Research findings and case studies relating to communication determinants and organizational effectiveness. Communicative relationships among individuals, the work unit and the organization.

Prerequisites: HCOM 324, HCOM 326, HCOM 420 or admission to the graduate program.

**Learning Goals & Assessments:**

* Explore and critique organizational theories and perspectives
  + Identify organizational theories and their implications
  + Critically analyze their application and effectiveness in organizational environments
    - How will you assess their success or failure
* Integrate theory and practices
  + Transfer theoretical concepts into present day organizations
    - Analyze its effectiveness
    - What measures will you use to identify its assimilation
      * Areas of study
        + Globalization, diversity
        + Leadership, followership

Gender

minorities

* + - * + Ethics, empathy, integrity, bias
        + Conflict, mediation, negotiations
        + Collaboration, team building
        + Groups; hot groups
        + Work/life balance
        + Living in a technological world
* Identify organizational innovation
  + Argument for these explorations into the workplace
  + Identify how these applications lead to a healthier organization
    - What protocol was incorporated
    - Do these applications represent current trends
    - Outcome if maintenance of status quo
    - How do you identify measure these
* Enhance your own intellectual growth and development
  + Identify how you have evolved over the semester
    - Educationally, professionally and personally
      * What did you learn
      * How will you incorporate into your own profession

**University Policies and Support**

University regulations require that you are provided with a statement about plagiarism and other informational servicesin thecourse syllabus.

**Academic Dishonesty**

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts. (please see <http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf>.)

**Plagiarism**

Plagiarism is defined as the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. Sources must be cited accurately and appropriately. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice. Cases of plagiarism will constitute dismissal from the course with a failing grade.

**Differently abled**

Students with documented special needs are supported through the Disabled Student Service (DSS) office, UH 101, 657-278-3117 and as documented at [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/). If you have a need, but have chosen not to register at the DSS office, please discuss with me so that I am aware and can make special accommodations for you. I cannot support you with special needs if you do not make me aware of these. I promise confidentiality, support, and understanding. I am here to make your life easier, not more difficult; I hope to gain your trust.

**Emergency**

<http://emergencypreparedness.fulleton.edu>. Make certain that the University has your updated and current contact numbers.

Health Services for Students

* CAPS 24/7 crisis phone services for students: (657) 278-3030
* YOU@Fullerton: A free and confidential wellness portal that connects students to academic, physical and mental health resources. Students should visit

<https://you.fullerton.edu>.

* CAPS appointments for students: (657) 278-3040 or visit:
* <https://www.fullerton.edu.edu/caps/>

<http://fdc.fullerton.edu/teaching/syllabus.php>

* Academic Dishonesty Policy
* Emergency Preparedness
* Undergraduate Student Learning goals
* General Education: Programmatic Student Learning Goals & Outcomes
* Graduate Student Learning Goals
* Student Learning Outcomes by Degree Programs
* Library Support
* Final Exam Schedule

**Flexibility**

Please allow for flexibility with our schedule due to class enrollment, class speakers, or other events that need a schedule adjustment. If assignment dates changed, it will always be to your advantage and give you more time not less. If there are changes, you always have the opportunity to hand the assignment in on the first deadline.

**Assignments**

All assignments are accepted on or before the due date. Assignments should be “professional” quality and must be completed and handed in for a final grade. Please type all assignments and use APA citation style. This is an upper-division course and it is expected that you will hand in quality work that includes grammar, syntax, spelling, and appropriate APA citation.

I do not offer extra credit assignments. If you complete the course requirements with commitment, you will have given ample time for this course and learning opportunities and to allow more assignments make it more difficult for you.

If you need extra time or accommodations, please privately let me know. *I am here to help you succeed!*

*Guest speakers for the semester:*

*President Virjee & Ms. Virjee*

*VP Amir Dabirian*

*Other: not confirmed as of this date*

**ASSIGNMENT & ASSESSMENT PERCENTAGE**

Attendance & Participation 25 points

Team Discussion 5 points

Short Paper 100 points

Interview Paper 120 points

Final Project/Research 200 points

TOTAL POINTS 500 points

**FINAL POINTS**

**PLUS & MINUS GRADES**

500 – 465 A

464 – 450 A-

449 – 440 B+

439 – 415 B

414 – 400 B-

399 – 390 C+

389 – 365 C

364 – 350 C-

349 – 340 D+

339 – 315 D

314 – 300 D-

**SCHEDULE**

**TUESDAY**

**Fall 2021**

Date Assignment Readings

8/24 Welcome; Course Review; Introductions; Teams; Toast  Matz

8/31 Changing World; Theories and Concepts; Review

Eisenberg et al.

9/7 Globalization; Diversity Team One

Ting-Toomey; Gudykunst; Samovar; others literature

9/14 Leadership; Implications; Followerships Matz

Northouse; Chaleff; Conger; Kouzes; Posner; Riggio; Chaleff; Lipman-Blumen ;

Kellerman; Riggio; Goodall, Jr.

Guest speaker

9/21 Toxic Leaders; Hostile Workplace; Healthy Work Environment Matz

Lipman-Blumen; literature on toxic leaders; Namie; others literature

9/28 SHORT PAPER DUE; DISCUSSION All

10/5 Guest Speaker: President & Ms. Virjee, 4:30 p.m.

Ethics, Empathy; Bias; Emotional Intelligence Matz

Ferrell, Fraedrich; Perry; Goleman; Avenanti; Sirigu; Aglioito

10/12 Conflict; Negotiations; Mediation Team Two

10/19 Collaboration; Team Building Team Three

10/26 Groups; Hot Groups Matz

Lipman-Blumen; Levitt

11/2 INTERVIEW PAPER DUE; DISCUSSION All

11/9 Technology in a Modern World Matz

Guest speaker VP Amir Dabirian, 5:30 p.m.

11/16 Work/Life Balance; Women & Minority Leaders

Kellerman; guest speaker

11/23 THANKSGIVING; CAMPUS CLOSED

11/30 What did we miss! All

12/7 FINAL PROJECT/PAPER DUE All

12/14 Final; Dinner & Discussion

5:00 dinner at the Marriott, Fullerton; Matz host 

**ASSIGNMENTS**

**Weekly article ( 25 points – as part of attendance and participation)**

Please research the weekly topic and bring in an article to discuss with the class. Hand in an abstract with bibliography. You’ll earn one point for each class (15 points) and one point for each article (10 articles topics for the following weeks: 8/31; 9/7; 9/14; 9/21; 10/5; 10/12; 10/19; 10/26; 11/9; 11/16). You may choose any topic for that week that will be shared during our discussion.

**Short Paper (100 points)**

You are responsible for selecting a journal article that relates to organizational communication. You may choose a topic from our course or any other appropriate topic (please submit an abstract for discussion and our mutual agreement).

Your research should include the following:

1. A topic of interest to you and one that stimulates your intellectual curiosity.
2. Support your paper with at least five to seven articles from scholarly journals and/or books.
3. Be prepared to give a 15-20 minute reflection of your paper and findings.
4. Write a paper that has a purpose statement of your findings; summarize the key points; discuss why this should be of interest to others; and advance an argument for future research on this topic.
5. Paper should be typed, double-spaced and AT LEAST FIVE PAGES – IT CAN BE LONGER. Please include a separate title page with your name, topic, class title, semester, and professor in addition to a reference page. Use APA rules and standards.

**Interview Assignment (120 points)**

You are responsible for selecting a professional in your field of interest and scheduling an interview (in person, if possible; but in view of the pandemic, your interview can be virtual). Please use this as an opportunity to meet a professional and network in your field. I would rather than you not interview someone that you know, but rather another person who will expand your professional network.

You should include the following:

1. Prepare questions for the interview; please discuss with your professor before you interview the person. Send the questions to your interviewee before your meeting so that the person has the opportunity to think about the responses.
2. Take one or two of our class discussion topics and as the interviewee’s insights and experiences with these topics. This will prove invaluable.
3. Write a paper that includes background information on your profession; the interviewee’s background; the responses to your questions ( in paragraph format and not question and answer); the course topics and the responses; and any other information of interest.
4. Your paper should be at least FIVE TO SEVEN PAGES; HOWEVER, IT CAN BE LONGER with references.

**Team discussion (55 points)**

You and your team partner will lead the topic discussion for the week. Each team is responsible for the following:

1. Additional research (5-8 outside sources for your discussion) journals or scholarly articles that will provide more insight into your topic.
2. Prepare a list of questions that will stimulate discussion of your topic. These should be given to class members one week prior to your discussion. This will aid the class in preparation for your topic.
3. Turn in a summary of your readings. The summary should be at least four to five pages (types, double-spaced) in addition to a reference page of your readings.
4. You will have one hour to conduct your discussion followed by a question and answer period for questions from your classmates and professor. Sometimes, it is the Q&A period that provides more insight into your topic.

**Final Project (200 points)**

You and your partner (we will decide during the first class if you want to stay with the same person or partner with another) will take a movement, a project, an undertaking, or other and explore the following:

* Describe the project, movement or whatever you decided to explore. What is it; how many people are involved.
* What is its mission; funding; profit or nonprofit; volunteerism, etc.
* Look at their communication (direct, formal, interactive, interdisciplinary, intercultural, other); look at patterns, hierarchical structure, communication flow.
* How does their project, movement, undertaking affect others? The community, nation, world.
* What are some of the influences of our study, for example, conflict, collaboration, leadership, ethics, compassion, groups, other.
* Your study and final paper should be scholarly in referencing theories, concepts; however, what is the reality of its effect on others, communities, national or the world.

I will show an example of an individual’s effort that affected young women in Afghanistan by using music into their world and influencing their lives. The creator of this project is Lanny Cordola, a musician and supported by Kiefer Sutherland, actor, and others. It would be an example like this one that you would investigate and write about using the above direction. This is just an example, and it doesn’t have to be something similar. Be innovative, investigative, and creative in your selection and writing you final paper. I want you to find something meaningful that will be resourceful for not only you, our class, but others, as well. There is no right or wrong selection – it is your choice, just allow us to discuss before you begin your research. This is an idea that I had after seeing Lanny Cordola’s GMA interview and segment – how could I incorporate something like this into my class that promotes an exciting assignment.

Another topic could be the program, Higher Ground, that educates high school girls on the dangers of sexual predators who solicit them into prostitution.

*Dear Graduate Students,*

*Let’s make this a meaningful semester that you’ll value and remember long after the semester’s end.*



**Researchers**

Aglioti, Salvatore M.

Avenanti, Alessio

Bennis, Warren

Chaleff, Ira

Conger, Jay A.

Eisenberg, Eric M.

Ferrell, Linda

Ferrell, O. C.

Fraedrich, John

Goleman, Daniel

Goodall H. L., Jr.

Kellerman, Barbara

Kouzes, James J.

Leavit, Harold J.

LeGreco, Marianne

Lipman-Blumen, Jean

Namie, Gary

Namie, Ruth

Northouse, Peter G.

Perry, William G., Jr.

Posner, Barry Z.

Riggio, Ronald E.

Sirigu, Angela

Trethewey, Angela