**Instructor:** Dr. Knopf ["nope"] or Prof. Knopf or "CK" (she/her)
   *OFFICE:* VanHoesen B-125G (and WebEx)
   *EMAIL*: christina.knopf@cortland.edu     *PHONE*: 607-753-2530
   *DROP-IN OFFICE HOURS*: Monday 1-2:30, Tuesday 2:30-3, Thursday 2:30-5

Regular drop-in office hours are held for you when classes are in session & you do not need an appointment to attend, call, or login to WebEx during those hours. You can use office hours to discuss class, get help on assignments, or seek advice on college or career matters, or talk about other things. ~~Please be aware that while you are welcome, even encouraged, to discuss personal experiences or concerns in office hours, that I am legally obligated to report any incidences of violent crime that impacts the campus or campus community - including sexual assault, intimate partner violence, stalking, assault, burglary, motor vehicle and larceny theft, arson and hate crimes – as well as sexual harassment, discrimination, or violence. Because I am not a counselor, I do not have confidentiality and am legally bound to report violations I am told about.

     You can also reach me through email. Before emailing, please check available course resources; answers to such questions like "what did I miss in class?" "is there anything due?" "what am I supposed to do for this assignment?" and "can my absence be excused?" When you email, please be clear and polite (take the opportunity to practice professional communication that you'll need in the career-world). Also, when you email, please respect my need for work-life balance. I cannot be available 24/7. Though you are free to email at any time of the day or night, I will primarily respond to emails during regular working office hours (M-F, 8am-5pm). Also, please understand that I regularly get 50-100 emails per day and responding takes time.

**Course Description:** Study and application of fundamental concepts and principles of communication in formal organizations. Provides opportunities for developing essential skills in methods for understanding and analyzing communication problems in organizations and devising appropriate corrective actions. Emphasis is on making communication more efficient and effective for organization growth and development. Prerequisite: COM 100. Fulfills: LASR. (3 cr. hr.)

**Student Learning Outcomes:** Upon successful completion of this course, students will be able to:
1) Exhibit proficiency in oral discourse.
2) Generate & format written info in an organizational context.
3) Analyze & use information sources in organizational settings.
4) Employ ethical standards in organizational communication.

**Required Materials:** ◆ *Organizational Behavior*    ◆ Notebook, paper, pens/pencils

**Grading Policies & Breakdown:**
60% of this course is graded traditionally with exams, and 40% of this course is self-graded through assignments, participation, and instructor feedback.

There are four tests, each worth 15% of your course grade.
   Exams are designed to help you learn the core concepts that will better prepare you to achieve the course Learning Outcomes. Psychological research on the science of successful learning proves that the acts of preparing for and taking tests is a great boost to memory, making tests learning, not just assessment, instruments. Exams are also a proven way to help you keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't. Test questions will be taken from both class discussion and from the textbook, so attention to both lecture and reading is vital. Exams will be primarily limited choice (multiple-choice, true/false, matching), 30-45 questions each. Bonus questions may be included, meaning that you might be able to earn more than 100% on some exams. Plan to take each exam in the classroom, during class time, on paper. ~Exams will be administered through Brightspace for those who need or can benefit from the accessibility provided by the computer - and for anyone who may be quarantined during the exam day *with advance arrangements* (if you are absent from class and take the test online without communicating with the instructor first, your grade will be void.)

There are also two individual written assignments for which you will be given learning objectives and requirements and feedback from the instructor on your submission. Based on these things, you will grade your own work based on a.) how you think you did, b.) how much purposeful thought and effort you put in, and c.) how much you think you learned or benefitted from the work you did. Each of these will be worth 10% of your grade. ~These self-assessments will be submitted as short papers explaining the grade you have assigned to the work. [SLO2 & SLO3]
   *In the News*: In the News is an assignment designed to give you an opportunity to apply what you're learning in this course to events currently happening in corporations around the world. Find a news article or an editorial online about either a specific corporation or business trends in general. After you find an article or editorial, think about what we have learned from class and apply course content to the article in a meaningful way that helps you to understand and demonstrate course related ideas. Essentially, what have we learned about organizational communication from this article? Your write-up should be 2-3 pages long, double-spaced, size 12, and Times New Roman font with one inch margins.
   *DIY Case Study*: Events happen in organizations that force people to make sense of them, find the most plausible solutions, and enact those solutions. With this assignment, you will have the opportunity to take what you have learned and apply that knowledge to a case study of your own. Write your own case study and connect it to three concepts and/or theories you

learned about in class, citing any course materials (e.g., textbook, other case studies or articles, and class notes). The case itself should be 1.5-4 single-spaced pages and each of the three connections should be 1-2 pages, single-spaced. In total the assignment is 4.5-10 pages. Your case study can be written in first or third person, using a story format like a few case studies we have read [i.e., with dialogue] or they can read more like a synopsis of a situation.

You can leave the case study open-ended or you can explain how the situation was resolved, and then that resolution can also be part of your connection.  Each connection to course content should be written separately. In other words, do NOT weave the three concepts together. Also, the concepts should be different from each other. In other words, using two approaches to organizational change only counts as one connection. As another example, discussing two phases of socialization and assimilation only counts as one connection. For example, you could connect your case to 1) company culture [1-2 pages], 2) critical theory [1-2 pages], 3) organizational change [1-2 pages]. Or: 1) socialization, 2) leadership, and 3) network theory. The combinations you can use are numerous.

There is one group project for which you will be given learning objectives and requirements and feedback from the instructor on your submission. Based on these things, you will grade your own work based on a.) how you think you did, b.) how much purposeful thought and effort you put in, and c.) how much you think you learned or benefitted from the work you did. This will be worth 15% of your grade. ~This self-assessment will be submitted as a short paper explaining the grade you have assigned to the work. [SLO1 & SLO4]

A portion of each class meeting will be used for working in groups to experience organizational communication practices. The task, or charge, of the group is to design a game that can be played by other groups/teams of 2+ each. This can be a card game, board game, athletic game, video game, etc (but no drinking games - sorry). The group will be in charge of creating the entire thing, from imagining a concept to writing the rules to designing and building the equipment needed. In other words, the game must be developed to the point of being playable. (We will play the games!) Groups will be comprised of 4-6 people. Each group will be initially established by the instructor. Groups' first task will be to establish membership guidelines (to be approved by the instructor), including standards and processes by which a member can be "fired" from the group and by which new members can be "hired" into the groups. Groups cannot be smaller than 4 or larger than 6. Each student must be in a proper group at the completion of a project in order to receive a grade.

Finally, there is an expectation for active-learning in the class - attendance, participation, and engagement.  Again, you will be able to self-assess your active-learning, in accordance with your own personality, learning goals, and effort. This will be worth another 5% of your grade. ~This self-assessment will be submitted as a short paper explaining the grade you have assigned your activity.

Because you get to direct much of your own learning and contribution to the course, there will be no extra credit assignments or activities.

The grade breakdown for this course is as follows:

|    |          | B+: | 87-89% | C+: | 77-79% | D+: | 67-69% | E: 0-59% |
|----|----------|-----|--------|-----|--------|-----|--------|----------|
| A: | 94-100%  | B:  | 83-86% | C:  | 73-76% | D:  | 64-66% |          |
| A-:| 90-93%   | B-: | 80-82% | C-: | 70-72% | D-: | 60-63% |          |

(Based on CollegeBoard's conversion chart)

ACADEMIC INTEGRITY: All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

ChatGPT and other AI interfaces are proving to be adequate, but bland and generic, generators of essays, stories, speeches, blog posts, and cover letters. The study and practice of communication is about participation, art, and ethics. It is about the careful creation of messages that link what is uniquely you to what is uniquely your intended audience. These are things AI cannot accomplish. Therefore, use of AI to create content for assignments in this course (unless specifically assigned to use AI to generate content) is likely to earn a poor grade because it will miss the point of communication and rhetoric; content created by ChatGPT will not have your voice nor speak to the interests of your audience, and it will not capture the nuances of class materials and discussion. Content created by ChatGPT and the like also lacks academic and journalistic rigor; it does not provide sources or offer examples. And it tends to be very repetitive. Additionally, the main purpose of class assignments is for you to learn through the process of completing them. Without going through the process, you will decrease the value of the course and will not improve the communication skills, organizational abilities, reliability, or problem-solving seeks that are key to your employability.  Good uses of AI: It is great to help with brainstorming, offering ideas that you can then explore in more depth (not all of its ideas are good or right or useful). It can be very helpful in providing examples for organizing papers, speeches, proposals – as starting points. It can help you to clarify or clean up your writing, especially if you struggle with English usage or grammar.

DEADLINES & LATE WORK: All work is due by the start of class time on the date given (*not* "end of day"). Work submitted late is not guaranteed to receive prompt feedback, which may negatively impact your overall success in the course.  Deadlines are important for scaffolding coursework, so that you can learn from one assignment before doing another. Deadlines help you to

manage your time, set priorities, and meet your goals. Deadlines help to coordinate and structure the class, providing the instructor with feedback about how the class is going that allows for necessary adjustments. Deadlines set expectations for our mutual responsibilities to each other in this class community. They are also a basic job skill and are paramount in many communication and media related industries – they determine what is or is not a newsworthy story, drive marketing campaigns, and are embedded into the nature of planning and promoting events.

A 2022 career advice column in *Indeed* noted, "Being able to meet deadlines is a desirable skill for candidates to have in a wide variety of industries. This ability can help professionals succeed while under pressure, overcome challenges and meeting expectations accordingly." *ZandaX* reports that "Time management is considered to be one of the primary 'soft skills' valued in the workplace, and effective time management skills are key to a successful work life, and play a major part in many of the top attributes valued by employers." And *FairyGodBoss* notes that missing deadlines at work is a sign that you are setting yourself up to get fired.

**Exams must be taken at the scheduled time.** Alternative testing arrangements for access/accommodation must be made in advance of the scheduled exams. Emergency arrangements will be made only with notification of absence prior to the exam (like having to call into work sick *before* missing your shift).

**Any class presentations must be given at the scheduled time.** Emergency arrangements will be made only with notification of absence prior to the presentation (like having to call into work sick *before* missing your shift).

ATTENDANCE & PARTICIPATION: This is a synchronous, live, in-person class that meets only once a week. Attendance is crucial and expected, but it is not graded; missing classes is already likely to be harmful to your success in the course.
Class meetings will be roughly divided into three 45-50 minute segments, with two short breaks. These segments will be a combination of lecture, discussion, activity, and/or media engagement, as appropriate for the week's topic.  We will spend class time learning about concepts, discussing them and applying them.  In order to be an active learner you must do the following:   a.) read the assigned readings and complete any assignments prior to coming to class, b.) come to class,  and c.) take an active role in class discussion and in completing individual and group activities, including taking notes. Class attendance is a necessary condition for contributing to our learning community; however, it is not sufficient in and of itself.  You must do your part to enrich the learning experience by sharing examples, asking questions, participating in course activities, and being curious.

◆ *Be here, on time, for the entire class meeting.*  Showing up is a job skill. According to *Business Insider*, one of the top ten reasons people get fired is because of absenteeism – either not showing up to work, being chronically tardy, or taking too many or too long breaks during working hours.  Attendance is not graded, but missing class can be harmful to your success.   Arriving late to class may cause you to fall behind in class work by missing notes or important announcements. Being late may mean that your time in class is less productive or less useful because you may feel less prepared or organized, you may be disoriented or unsure of what is going on in the lecture or conversation because of what you've missed. Arriving late also impacts the larger classroom community. It can disrupt the flow of a lecture or discussion, distract other students, impede learning, and generally erode class morale.  If you arrive late, be respectful, enter quietly and do not let the door slam, and find a seat quickly and near the door to minimize the distraction you cause to others. If you must get up or leave during class, reduce the disruption you cause to the classroom by sitting near the door if possible, leaving only when absolutely necessary, and keeping your time away from the class as brief as possible.

◆ *Be engaged.*  The class will be more enjoyable, more meaningful, more interesting, and more effective if you are an involved learner. Be curious. Ask questions. Look for relevance. Make connections. Don't wait for the information and its usefulness to come to you; go after it. If you want class to be interesting, you need to be interested in the class. Some people think course participation is the responsibility of the professor. That it must be required through grades and enforced through structured exercises - but that reduces "participation" to an assignment at best, and coercion at worst, by policing classroom behavior. True participation should be voluntary and based on your active, engaged, involvement fueled by your motivation and curiosity. It should be about you having a part, a stake, and a role in the class – and you are the best person to know what that is, to determine what you want to get out of the course and to determine the kind of experience you want to have during the semester. If you want class to be interactive, you need to be active. Listen mindfully. Ask questions. Express, explain, and support opinions. Do the readings before you come to class so you have things to say and ask – a knowledge base to build on, work with, and explore in the classroom space and community. Seek out additional information during or outside of class. Follow current events to bring up topics for discussion. Take notes that will be useful and meaningful to *you*; don't just copy PowerPoints (they are only a guide, not a doctrine); write down the ideas that help you to better understand the material or that matter to you.

◆ *Be attentive, mindful, focused.*   Some people need their phones, tablets and/or laptops to monitor their glucose or other health metrics. Some need them because of family responsibilities. Some need them to improve course accessibility. Etcetera. Therefore, technology use in this classroom is allowed, with the expectation that each individual will be mindful and responsible with their use of it. Unnecessary use of technology during class is strongly discouraged. Multiple studies find that digital multitasking is correlated to reduced academic performance. The physiological reality of our brains is that we can hold only a little information in the mind at any single moment, and so the more things we do at once, the more likely we are to slow our work down, make mistakes, miss and/or forget information, and limit our creative and problem-solving abilities. You are

accountable for yourself and your own decisions. If you allow your devices to distract you from the class and to detract from your learning, that is on you. If your device use is a distraction to others (such as listening to music audible to others, laughing at loud at what you're looking at, sharing entertaining content with others sitting near you, typing when not taking notes, etc.), that is an unacceptable disruption to the class community, and you will be asked to leave and counted as absent.

You are assigned a textbook in this class for a reason: it is a resource, a reference, a guide. Reading the book and coming to class and making use of optional online resources gives you multiple chances and multiple modes for learning. You will get more out of class if you make an effort to do the readings when assigned.

You are encouraged to take notes on these chapters. Educational psychology tells us that active reading strategies lead to improved comprehension and retention of information and help students perform better in classes: this means, you want to read in a way that forces your brain <u>do</u> something while reading your textbook. As an enticement, you may choose to take notes on a half-sheet of notebook paper (you can use both sides, for each chapter. Bring that small note-sheet with you to class on the day the chapter is due and submit it to the teacher at the start of the class. Any notes you submit will be returned to you for reference on the appropriate test. To help you take notes, consider the following:

- The chapter's main idea.
- Key terms, concepts, or vocabulary
- A summary statement of each section.
- Connections you see between concepts

These note cards can help you to be more prepared for classes; you'll be able to take better in-class notes, because you'll be more familiar with what's already written down for you in book; you'll be more able to participate in discussions, because you might have questions about something from the reading, or even ideas or connections sparked by the reading to share. And, though there is no guarantee they will contain specific answers to quiz/exam questions, they can be useful memory aids on exams. Because they are not required, there are no makeups for missed/skipped cards and no late notes accepted (they also act as encouragement to come to class regularly if you want to submit them).

DIVERSITY: SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chap 130)

ACCESS (ACCOMMODATION OF DISABILITIES): As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways." (College Handbook, Chapter 745). *Even if you do not have an Access Plan, if there is something I can do to help you succeed in the course, please communicate your needs with me.*

MENTAL, EMOTIONAL, & PHYSICAL WELLBEING: Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance. *If symptoms are related to your course work, please speak with the instructor.*

If problems with relationships, family worries, loss, or a personal struggle or crisis are negatively impacting your mental health and/or interfering with your academic success, SUNY Cortland offers the following resources to help you manage personal challenges that threaten your personal or academic well-being.

- Counseling Center: 607-753-4728
- Substance Abuse & Prevention Education: 607-753-2066

If challenges securing food or housing are affecting your academic performance, or your emotional wellbeing, you are urged to contact the Associate Vice President of Student Affairs for support (607-753-4721). The college offers a food cupboard and a clothes closet, among other services, that may be able to help.

INCLUSIVE LEARNING ENVIRONMENT: SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263.

TITLE IX: Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources.

DIVERSITY, INCLUSIVITY, EQUITY, & JUSTICE IN THE COMMUNICATION CLASSROOM: A diversity of viewpoints, opinions, and experiences are welcome. We learn and grow when confronted with new ideas and different perspectives. But we are also here to learn to be more effective, more ethical communicators. Therefore, anything that fits the definition of hate speech or degrades fellow human beings will not welcome, anything that violates ethical responsibilities as speakers by advocating violence or actions that could harm any audience member's pursuit of life and liberty (including such activities as illegal drug use or nonconsensual sexual activity) will not be welcome, and anything that violates the college's commitment to diversity and inclusivity cannot be tolerated. As part of being effective communicators, everyone is encouraged toward ethical use of: trigger warnings when presenting sensitive information.

Systemic prejudice and oppression, issues of (mis)representation, harm of stereotypes, and necessity of being not just tolerant but also open-minded, are just some of the topics related to concerns of diversity, equity, inclusion, access, and justice that may be discussed in this class. This class acknowledges and respects the validity of each person's standpoint and their lived experiences, and this class expects that every person in it will also acknowledge and respect that diversity. These discussions are learning opportunities, not criticisms of individuals or even groups. Learning about racism, sexism, or homophobia is not, for example, an attack on Whiteness, maleness, or straightness.

Communication is a social science; that means it deals with people. Therefore, we will talk about trends common to people as a whole, but there are always exceptions to the trends because people are unpredictable. There are no absolutes; some things can be real and true for some and not others. In this classroom, you can speak *your* truth but should not assume what the truth of others is. (For example, if you haven't experienced prejudice or oppression, do not assume that means it isn't real.) And no one here is considered a symbol of or spokesperson for their entire social group. Furthermore, the exploration of these issues is integral to the specific focus of this course. Therefore, in order to learn the course material, be open to trying to understand (not necessarily agreeing with or accepting) new ideas and perspectives. Check your reactions to move beyond denial ("this is not a problem"), disengagement ("this not my problem"), and/or derailment ("there are other, more important, problems"), and try to understand that "privilege" does not mean one's life is free of hardships or obstacles, just that one's gender identity, sexuality, or race does not generally contribute to those challenges via prejudice or discrimination.

| Week | Monday | Work Due |
|------|--------|----------|
| 1 | 28 Aug. ⇨ | Chapter 1 |
| 2 | 04 Sep. ⇨ | Labor Day, no class |
| 3 | 11 Sep. ⇨ | Chapter 2 |
| 4 | 18 Sep. ⇨ | Chapter 3 & 4 |
| 5 | 25 Sep. ⇨ | Test 1, ch. 1-4 |
| 6 | 02 Oct. ⇨ | Chapter 5 & 6<br>In the News |
| 7 | 09 Oct. ⇨ | Chapter 7 |
| 8 | 16 Oct. ⇨ | Fall Break, no class |
| 9 | 23 Oct. ⇨ | Test 2, ch. 5-7<br>In the News Self-Assessment |
| 10 | 30 Oct. ⇨ | Chapter 8 |
| 11 | 06 Nov. ⇨ | Chapter 9 & 10 |
| 12 | 13 Nov. ⇨ | Chapter 11<br>Case Study |
| 13 | 20 Nov. ⇨ | Test 3, ch. 8-11<br>Group Games Completed |
| 14 | 27 Nov. ⇨ | Chapter 12 & 13<br>Case Study Self-Assessment |
| 15 | 04 Dec. ⇨ | Chapter 14 & 15<br>Group Project Self Assessment |
| 16 | "Exam Week Day 1" =11 Dec. | ⇨4pm-6pm, Test 4, ch. 12-15<br>3pm Active Learning Self Assessment |