Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Communication Studies

Course Number: COMX: 220

Course Title: Introduction to Organizational Communication

Type of Request: New One-time Only Renew* X Change Remove

Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

II. ENDORSEMENT / APPROVALS

* Instructor: Greg Larson

Signature ___________________ Date 2/12/2016

Phone / Email: ext. 4161 / greg.larson@mso.umt.edu

Program Chair: Steve Schwarze

Signature ___________________ Date

Dean: Chris Comer

Signature ___________________ Date

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble
In *Organizational Communication*, students study theories and concepts that explore and explain the nature, development and functioning of organizations in a variety of contexts. The course surveys current social problems in organizations, such as globalization, ethics, and employee empowerment programs, situates those problems within historical contexts, demonstrates how various theories address those problems, and discusses the merits of those various theoretical explanations. Students learn how to critique social phenomena in organizations, such as hierarchy, power, gender and rationality, through the application of theories to case studies. In addition, students are exposed to social science research and methods, and learn to read and interpret primary research.

**IV. CRITERIA**

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;

   The course systematically studies the role of individuals, groups and institutions in shaping organizations and organizational life. The course includes both historical and contemporary theories of organizing.

2. analyze individuals, groups, or social problems and structures; and/or

   The course analyzes important social problems (for example, globalization, ethics, employee empowerment programs, corporate social responsibility programs, and quality of work/life programs) and structures (for example, hierarchy, bureaucracy, technology, culture, and alternative organizational structures) that influence contemporary organizational life.

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

   The course explores the ways in which concepts and theories related to organizational communication are developed, justified and evaluated. In addition, students are exposed to primary research and a discussion of the methods involved in that research.

**V. STUDENT LEARNING GOALS**

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

   The purpose of the course is to explore the nature, structure and historical development of organizations from a communication perspective. Students examine a range of perspectives, theories and issues to explore the ways in which varied perspectives can shape, expand, or limit our understanding of communicating and organizing.

2. use theory in explaining these individual, group, or social phenomena; and/or
Students are exposed to numerous meta-theoretical frameworks as well as specific theories in the organization studies and communication literatures that help to explain organizations and organizing. Examples of such theories include bureaucracy, Taylorism, concertive control, sensemaking, identification, critical theory, feminist theories of organizing, classical management, human relations, and human resources. Students also study the following processes: assimilation, organizational decision-making, conflict management, change and leadership, emotion, organizational diversity, and technology.

3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.

The course examines the progression of organizational theory explaining how particular theories arose in specific contexts to explain current organizational phenomena. Students will be exposed to the strengths and weakness of these various theoretical explanations based upon research evidence. Finally, students in the course are exposed to primary research, including discussion of how data was collected and how to read and interpret research.

**VI. ASSESSMENT**

**A. HOW ARE THE LEARNING GOALS ABOVE MEASURED?** Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. This is a large-lecture style course that typically enrolls 80-120 students.

Students engage in weekly written online discussions that require them to apply theoretical knowledge to specific case studies. The weekly discussions are graded based on students’ abilities to make connections between class concepts and the data (examples). For example, students are asked to conduct a field trip where they make qualitative observations at an organization that demonstrates a modern example of scientific management (i.e., a fast-food restaurant). They are required to describe specific examples where they see scientific management at work and also to explain their own feelings, expectations and evaluations of the experience. Or, for example, students are required to watch a documentary on Wal-Mart and then answer questions based on the “data” in the documentary that links the movie to conceptual material such as:

In what ways does Walmart exercise its power as one of the largest corporations in the world?

Has Walmart made improvements in any of the areas critiqued in the movie since it was released in 2005? What changes? For better or for worse?

What are the ways in which individuals, groups and communities have resisted Walmart? Which of those efforts have been successful and for how long? What do you think are the most effective ways to resist powerful corporations?

What responsibility does Walmart have to its employees and its communities? In our economic system, does Walmart have any responsibility to anyone other than its stockholders? Should Walmart have to pay its employees a "living wage"?

Is Walmart alone in the ways in which it impacts individuals and communities? What other companies have similar impacts? Is it wrong to single out Walmart? If this is a widespread problem, what is the solution?
2. Students also complete 3 exams which test both their retention of conceptual information and their ability to apply that information to specific examples. Some sample test questions:

Twice in the same day, Carlos used the wrong pronoun when asking questions. The first time, his friend Eric said that he was going to see the doctor, whom he finds quite competent. “Where is his office?” asked Carlos. Eric replied, “Her office is in the hospital annex.” The second time, his niece Maya said that she liked her kindergarten teacher very much. “What’s her name?” asked Carlos. Maya replied, “His name is Mr. Ngo.” Both times, Carlos was embarrassed at his error. From a critical approach to feminism, which is the best explanation for Carlos’ mistakes?

a. Doctors are most often men and kindergarten teachers are most often women, so Carlos naturally assumed that he was using the right pronouns.
b. Many types of work still have gender associations; Carlos used the pronouns most associated with the gender-identification of doctors and kindergarten teachers.
c. Most men who go into kindergarten teaching ride the glass escalator to administrative positions very quickly, so Carlos assumed that a man wouldn’t be teaching his niece’s class so late in the school year.
d. Women’s nurturing natures make them good kindergarten teachers, while men’s inherent rationality make them good doctors, so Carlos assumed that the praise was related to these people’s natural ability to do their jobs well.

An organizational communication scholar, Michaela, spent several months observing and participating in the Occupy movement in New York City and interviewing many of its participants. Her goal is to reveal participants’ experience of the movement and to understand how they collectively shape their social reality. Michaela is working from which perspective on organizational communication?

a. Functionalism
b. Interpretivism
c. Critical theory
d. Postmodernism

Jennifer works for an organization where favoritism and nepotism are the order of the day; despite her excellent work skills and qualifications, she is unable to get promoted and is thinking of leaving the organization. From Weber’s perspective, which form of authority best characterizes this organization:

a. Traditional
b. Charismatic
c. Rational-legal
d. Capitalist

A small non-profit educational enrichment program encourages dating among its staff. The hours are long and the work is exhausting – many of the senior staff (with non-colleague partners) have relationship troubles during the busy summer season because their partners “just don’t understand.” If the staff dates, the senior staff assumes, they’ll be happier at work and will experience less work-related relationship conflict. Perfect! Which of the following best describes the senior staff’s views?

a. Instrumental sexuality
b. Sexual harassment
c. Tangential sexuality
d. All of the above

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will
provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

**B. ACHIEVEMENT TARGETS**

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

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**C. ASSESSMENT FINDINGS**

[This section is optional. Assessment findings can be reported if they are available.]

**What were the results/findings, and what is your interpretation/analysis of the data?** (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired)

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**D. ASSESSMENT FEEDBACK**

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.
VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.