



Course Syllabus

CMN 6000 - Introduction to Organizational Communication

Full-Term Session, Fall 2017, CRN 70471

Online Course

12 weeks: September 18-December 16, 2017

Faculty Name: Lynn McNamara

E-mail: ly.mcnamara@neu.edu

Office hours: By appointment, virtual

Please feel free to contact me at any time. I will make every effort to respond to email messages within 24 hours.

In the event that some concern about the course arises and is not addressed by the instructor, please contact Dr. Carl Zangerl, Faculty Director at c.zangerl@neu.edu

Required Texts and Assessment Tool

1. Bryan A. Garner, HBR Guide to Better Business Writing, Harvard Business Review Press, ISBN: 9781422184035
2. Alan Zaremba, Organizational Communication, 3rd edition, Oxford, 2010, ISBN 9780195379044.
3. What's My Communication Style? Online Self-Study Registration. Purchase the online self-study version of the tool on the hrdq.com website -- you should select the product labeled [What's My Communication Style?](#) Online Self-Study Registration. The item ID is 0151E5OLA-SU.
4. **Jess Westerly at Kauflauf GmbH, Product # 913527.**
You can download this case online from Harvard Business Publishing, <https://cb.hbsp.harvard.edu/cbmp/pages/home>.

Course Description

This course considers writing and other forms of communication as a management tool. It addresses how effective writing – in plain English – can shape project plans, motivate people, solve problems and enhance your role as a communicator. Students will investigate their own communication style and reflect on opportunities for their communication foundation. Students will demonstrate their writing and editing skills through research, case study analysis, and composing business-related communications. Students also will develop other forms of communication, including oral presentations. As such, the two major goals of this course are to acquaint students with a step-by-step communication methodology and to provide them with an opportunity to develop and polish their writing and communication skills. An online writing lab is an integral component of the course.



Course Outcomes

Upon completion of the course, students will have had the opportunity to:

1. Identify and evaluate the core components of organizational communication in a variety of organizations and across a range of communication media.
2. Develop and improve writing skills, using a standards-based step-by-step process from researching, developing and organizing your thoughts to writing drafts, editing, revising, and peer evaluating a series of written assignments.
3. Identify personal communication style and improve interpersonal and oral communication skills.
4. Demonstrate professionalism through personal e-portfolio development and illustrate graduate level critical thinking.

Course Methodology

- To achieve the first learning outcome, students will produce writing that reviews key themes in organizational communication, examine communication dynamics in a wide range of case studies, and, using the case study method, will apply research skills and proper APA documentation guidelines in diagnosing a case situation and developing a set of recommendations.
- To achieve the second outcome, students will produce writing that analyzes target audiences, collects information, organizes and structures a persuasive point of view, chooses effective words and arranges sentences and paragraphs to communicate well-crafted messages.
- To achieve the third outcome, students will take a personal communication style assessment and produce writing that evaluates their own communication strengths and weaknesses as well as the influence of their individual cultural backgrounds. Students also will develop an oral presentation to influence a target audience through the logical organization of arguments and choice of words and images.

DRAFT Class Schedule/Topical Outline (final to be posted in online classroom)

Week	Topic	Reading	Graded Assignments
1 Sept. 18-24	Introductory Concepts and Theories of Organizational Communication	Zaremba, Ch. 1-3 What's My Communication Style Self-Assessment	APA (Academic Integrity) Quiz Discussion Board: Draft profile for e-portfolio (in Digication), include professional goals, self-assessment of writing and oral communication proficiency Learning Group: Develop your team contract



Week	Topic	Reading	Graded Assignments
2 Sept. 25- Oct. 1		HBR Section 1: Delivering the Goods	Discussion Board: Post responses on Week 1 discussion Learning Group: Post outline of Assignment #1 for group members; written peer review analysis (using the Course Assignment Rubric) Draft Assignment #1: Reflections Essay: SUBMIT TO OWL
3 Oct. 2-8	Organizational Culture, Intercultural Communication	Zaremba, Ch. 7, 9	Discussion Board: Analyze Case 7.1 Learning Group: Post draft of Assignment #1 for partner; written peer review analysis (using the Course Assignment Rubric) Final Assignment #1 - Reflections Essay: SUBMIT TO PROFESSOR
4 Oct. 10- 15 (Oct. 9 is Columbus Day)		HBR Section 2: Developing Your Skills	Discussion Board: Post responses on Week 2 discussion Learning Group: Post outline of Assignment #2 for partner; written peer review analysis (using the argumentative essay outline)
5 Oct. 16-22	Communication Networks, Managing Information	Zaremba, Ch. 5, 6	Discussion Board: Analyze Case 6.1 Learning Group: Post draft of Assignment #2 for partner; oral peer review analysis (video using Kaltura) Draft Assignment #2: Research Assignment: SUBMIT TO PROFESSOR



Week	Topic	Reading	Graded Assignments
			Draft Assignment #2: Research Assignment: SUBMIT TO OWL
6 Oct. 23-29		HBR Section 3: Avoiding the Quirks that Turn Readers Off	Discussion Board: Post responses on Week 5 discussion Learning Group: Post final draft Assignment #2 for partner; written peer review analysis Final Assignment #2: Research Assignment: SUBMIT TO PROFESSOR
7 Oct. 30- Nov. 5	Meetings and Group Dynamics, Presentation Skills	Zaremba, Ch. 8, 11 <i>Kauflauf Case</i>	Discussion Board: Respond to discussion prompt Learning Group: Post draft of Assignment #3 for partner; written peer review analysis Draft Assignment #3: Kauflauf Case Study: SUBMIT TO OWL
8 Nov. 6-12		HBR Section 4: Common Forms of Business Writing	Discussion Board: Post responses on Week 7 discussion Learning Group: Post final draft of Assignment #3 for partner; oral peer review analysis Final Draft Assignment #3: Kauflauf Case Study: SUBMIT TO PROFESSOR Final Draft Assignment #3: Kauflauf Case Study: SUBMIT TO OWL
9 Nov. 13-18	Ethics, Crisis Communication	Zaremba, Ch. 4, 10	Discussion Board: Analyze Case 4.1



Week	Topic	Reading	Graded Assignments
			Final Assignment #3: Kauflauf Case Study: SUBMIT TO PROFESSOR
10 Nov. 27- Dec. 3 (Nov. 19-26 is Thanksgiving recess)			Discussion Board: Post responses to Week 9 discussion Learning Group: Post preview of Oral Presentation (Assignment #5) for partner; oral peer review analysis
11 Dec. 4-10	Course Reflections Communication-related Careers	Zaremba, Ch. 12	Discussion Board: Assignment #5: Oral Presentation Draft Assignment #4: Nuance Case Analysis: SUBMIT TO OWL
12 Dec. 11-16			Discussion Board: Peer presentation evaluations – 2 positives and 2 growth opportunities Final Assignment #4: Nuance Case Analysis: SUBMIT TO PROFESSOR & add this signature assignment to e-portfolio in Digication

Online Writing Lab (OWL) Requirement for This Course

All students in this course must register for the **Online Writing Lab (INT 6000)** and participate fully in the OWL activities required this term. Sessions with OWL will focus on draft revisions and other writing assessments tied to **graded** paper assignments in this course. All work with OWL will be wiki **accessed via the INT 6000 link** within Blackboard. Students will upload and revise their written drafts in the wiki, access OWL’s assessment of their draft/revision work, and respond to OWL’s prompts or directions on assignments.

Full participation in OWL is vital to success in this course. During the term, students are required to submit 4 specific written assignment drafts (one of these essays will require 2 drafts) and 5 critical self-reflection forms to OWL prior to published OWL deadlines; OWL will respond to each



draft submission with detailed feedback and revision strategies to advance writing to its next level of excellence. OWL is graded on a pass/fail basis and passing OWL will earn 1 QH credit toward your degree requirements. **If students do not pass the OWL, they will not receive the 1 quarter hour that the class is worth.** Please see the OWL Blackboard site for further details.

Submitting a Draft to OWL (end of weeks 2, 5, 7, 8, 11)

1. Before you **submit your draft to INT 6000**, complete the critical self-reflection located in your OWL Blackboard and press the submit button. The form will automatically be sent to the OWL Writing Specialist assigned to your CMN6000 section.
2. When you are ready to submit the draft of your essay to OWL, **click on the INT 6000 course option located in the NU Online Campus Panel**. When the next screen appears, **follow the prompts** to be taken to a page for the specific OWL Assignment wiki for the week.
3. Once you've arrived at the OWL Assignment wiki, you will need to create a "new page" on the wiki in order to submit your draft to OWL. Click the **"Add New Page"** button. When the next screen appears, you can either **type your work** directly into the text box, or cut and paste your work into the text box from another file. **Save your work to the wiki by clicking the "Save" button** at the bottom of your draft submission.
4. The OWL Writing Specialist will review the in-take form and the draft you submitted on the new page of the wiki, and report back to you with a detailed assessment of your work. This assessment letter will appear at the bottom of your wiki draft in the Comments section.

Submitting Essays and Assignments to the Instructor

In the Assignments folder, click on the View/Complete Assignment link to view and submit each assignment. All essays in this course are analyzed by TurnItIn (a plagiarism detection service used by Northeastern University) and the course instructor to ensure students have submitted original work for all assignments in this class during this term. Please review Northeastern University's Academic Integrity Policy at the end of this syllabus and visit the University's website for more information.

Once an assignment has been graded, students click on My Grades in the Tools module from the Northeastern University Online Campus tab to view the grade and instructor feedback.

Grading/Evaluation Standards and Assignments

Students will be evaluated on the quality of their written assignments and thoughtful participation in the classroom, their understanding of course concepts and successful completion of other course assignments (discussion board posts, etc.).

The General Grading Rubric and the Writing Quality Rubric (see below) will be used to evaluate student work, as well as a rubric for providing feedback on each specific assignment.

The following assignments are required in this course. The specific instructions for each assignment will be described in the appropriate Assignments folders.



Academic Integrity Quiz (Complete with a grade of 100% to access the Week 2 Course Materials)

The Academic Integrity quiz and associated APA tutorial are located in the Academic Integrity Module in the Course Materials area of the Blackboard classroom. The purpose is to ensure students have reviewed professional formatting and academic integrity guidelines.

Paraphrasing Quiz (4 points; Complete with a grade of 100% to access the Week 3 Course Materials)

The Paraphrasing quiz, found in the Week 2 Assignments folder, reinforces properly paraphrasing information from sources and associated appropriate APA citations.

Discussion Board (16 points)

The Discussion Board assignments provide an opportunity for peer review and discussion of core communication concepts. Practicing written and oral communication skills.

NOTE: Comments such as, "I agree," "good point," or other brief replies of no substance will not count towards your weekly post total. The overall evaluation criteria and writing quality rubrics apply to Discussion Boards.

There is no credit for late posts. To receive full credit, Discussion Board posts must have the following attributes:

- Comments skillfully apply ideas and facts from readings, lectures, and experiences.
- Comments are pertinent and demonstrate critical understanding of the topic by expanding the issue, bringing in additional perspectives, and promoting additional discussion with other students in a respectful way.
- Student Contributions meet length, frequency and writing quality requirements.
- The Writing Quality Assessment (see table below) do apply.

Excellent discussion boards posts have the following characteristics:

- Students offer insightful, relevant comments that reflect a thoughtful consideration of the discussion topic.
- Students help clarify or build on other students' ideas where the assignment calls for interaction.
- Where students agree or disagree with another student's ideas, points-of-view are stated clearly and respectfully.
- Students reference pertinent course materials in their posts.

Learning Groups

Students will be placed in groups of three to four for peer learning opportunities throughout the course. In the class schedule, there are noted points for activities. Team learning can be a synergistic means for graduate students to discover, analyze, and evaluate ideas enhancing each member's course experience. A team contract will be recommended and active participation expected.



Written Assignments

All written assignments must include the following Certification Statement at the end of the paper before the bibliography. Quotes used in the paper must be relevant, but minimal better to express ideas in own words. Paper will not be accepted without certification statement provided after the Reference list and prior to any Appendix.

I, (electronic signature – type your name), certify that I have composed this writing from my own thoughts. All materials used to assist in this document have been properly referenced. I understand the penalty of copying work and confirm that this writing has not been plagiarized.

Assignment #1: Reflections Essay - (10 points)

This assignment asks students to examine their own cultural identity and communication style, and to show how these two things affect their communications with others. By reflecting on their own cultural background and unique constitution as a communicator, students will be able to better understand themselves and others. (Self-Assessment essay)

Assignment #2: Research Assignment - Cause and Affect essay (20 points)

Students will take a stand related to the merger of Amazon and Zappos related to the organizational culture and communication or intercultural communication to explore in more depth by drawing on articles in professional or academic journals. The research paper will reinforce proper APA documentation guidelines for in-text citations and references. (Submit an outline for 5 points, final paper 15 points)

Assignment #3: Kauflauf Case Analysis (20 points)

The case study method is a primary learning method used in the Corporate and Organizational Communication curriculum at Northeastern. In this course, students gain familiarity and confidence in using the case study method to delve into a wide range of communication concepts and how they play out in real-world situations. (Submit a draft for 5 points, final case analysis 15 points)

Assignment #4: Nuance Case Analysis (15 points)

This assignment will give students the opportunity to apply course concepts to the analysis of a crisis situation at Nuance and propose actions to protect the company's reputation.

Assignment #5: Oral Presentation (10 points for final version + 5 points for presentation preview)

Students will be required to develop an oral presentation (record a podcast) of 5 minutes in length where they seek to influence a target audience through the logical organization of arguments and choice of words and images.



Grading Rubric and Grading Scale for Formal Writing Assignments

Assignments	Total Points = 100
Academic Integrity Quiz	Pass to access Week 2
Paraphrasing/In-Text Citation Quiz	4
Discussion Board	16
Assignment #1: Reflections Essay	10
Assignment #2O: Research Assignment (Outline)	5
Assignment #2F: Research Assignment (Final)	15
Assignment #3D: Kauflauf Case Analysis (Draft)	5
Assignment #3F: Kauflauf Case Analysis (Final)	15
Assignment #4: Nuance Case Analysis & Sample Business Communication	15
Assignment #5P: Oral Presentation (Preview – Wk 10DB)	5
Assignment #5F: Oral Presentation (Final)	10

Grading Scale and Feedback Rubric

In the Master’s in Corporate and Organizational Communication program, grades represent an important form of feedback to students. At the graduate level, our expectation is that student work will demonstrate a basic understanding of course concepts and address all the requirements of an assignment – this is the meaning of a ‘B/B+’ grade. To achieve a grade in the ‘A’ range, the work must thoroughly address aspects of the assignment and exceed the requirements of the assignment. See below the brief descriptions of what the letter grades mean. The Assignment Rubric is developed based on the following assessments description.

Grade	Content Assessment	Writing Quality Assessment
A Range	A (95-100) Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.	The writing conveys sophistication and originality in ideas and in approach to the assignments. The writing responds successfully to the assignments and communicates effectively to the intended audience. The reasoning and logic in the papers shows substance and depth. Writing shows a skillful integration of sources to support the writer’s ideas. Writing maintains a clear and consistent focus. The writing is well organized and the overall organization supports the main focus of each paper. More specifically, each paragraph contains one idea that is developed with details, examples, reasons, or evidence, and each paragraph demonstrates a clear relationship to the next paragraph.



	<p>A- (90-94) Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).</p>	<p>Writing shows an elegant sense of style and a clear command of the grammar, punctuation, and spelling of standard written English; i.e., there are no errors or patterns of errors.</p> <p>Instructors in the Master’s in Corporate and Organizational Communication use APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/</p>
<p>B Range</p>	<p>B+ (87-89) Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.</p>	<p>The writing conveys originality in ideas and in approach to the assignments. The writing responds adequately to the assignments and communicates to the intended audience. The reasoning and logic in the papers is adequate. Writing shows an adequate use of sources to support the writer’s ideas. Writing maintains a consistent focus.</p> <p>The writing is generally well organized and the overall organization supports the main focus of each paper. More specifically, most paragraphs contain one idea that is developed with details, examples, reasons, or evidence, and most paragraphs demonstrate a relationship to the next paragraph.</p> <p>Writing shows an adequate sense of style and a clear command of the grammar, punctuation, and spelling of standard written English; there is no more than one pattern of errors that confuses meaning.</p> <p>Instructors in the Master’s in Corporate and Organizational Communication use APA Formatting and Style Guide:</p>
	<p>B (84-86) Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on</p>	



	<p>limited sources of information, little integration of concepts.</p>	<p>http://owl.english.purdue.edu/owl/resource/560/01/</p>
	<p>B- (80-83) Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.</p>	
<p>C Range</p>	<p>C+ (77-79) C (74-76) C- (70-73)</p> <p>Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.</p>	<p>The writing needs to respond more completely and consistently to the assignments or responds incompletely or inconsistently to the assignments. The reasoning in the papers needs depth and substance, or the reasoning in the papers is severely flawed, and contains many unsupported generalizations.</p> <p>Writing needs to use sources more effectively and thoroughly to support the writer's ideas, or shows an ineffective use of sources to support the writer's ideas. Writing needs a more unified and developed focus, or fails to develop a focus.</p> <p>Writing needs to be organized more effectively or is not organized. More specifically, paragraphs contain one or more than one idea that is not developed with details, examples, reasons, or evidence, and there is a lack of transitions from one paragraph to the next.</p> <p>Lastly, the writing shows little or no command of the style or grammar, punctuation and spelling of standard written English and contains multiple errors and patterns of errors. The patterns of errors confuse meaning.</p> <p>Instructors in the Master's in Corporate and Organizational Communication use APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/</p>



Academic Integrity Policy

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

The following is a broad overview, but not an all-encompassing definition, of what constitutes a violation of academic integrity.

Cheating: The University defines cheating as using or attempting to use unauthorized materials, information, or study aids in any academic exercise. When completing any academic assignment, a student shall rely on his or her own mastery of the subject.

Examples include, but are not limited to:

- Unauthorized use of aids such as but not limited to notes, text, the Internet, cell phones, etc. to complete any academic assignment.
- Copying from another student's academic work.
- Unauthorized communication during an examination.
- Handing in the same paper for more than one course without explicit permission from the instructor(s).
- Intentionally viewing a test before it is administered.
- Storing notes in a portable electronic device for use during an examination.

Fabrication: The University defines fabrication as falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Examples include, but are not limited to:

- Inventing data, facts, or sources for an academic assignment.
- Altering the results of a lab experiment or survey.
- Citing a source in a bibliography that was not used.
- Stating an opinion as a scientifically proven fact.

Plagiarism: The University defines plagiarism as using as one's own the words, ideas, data, code, or other original academic material of another without providing proper citation or attribution. Plagiarism can apply to any assignment, either final or drafted copies, and it can



occur either accidentally or deliberately. Claiming that one has “forgotten” to document ideas or material taken from another source does not exempt one from plagiarizing.

The following sources require citation:

- Word-for-word quotations from a source, including another student’s work.
- Paraphrasing (using the ideas of others in your own words).
- Unusual or controversial facts not widely recognized.
- Audio, video, digital, or live exchanges of ideas, dialogue, or information.

Students unclear as to whether or not a source requires citation should speak with their professor.

Unauthorized Collaboration: The University defines unauthorized collaboration as instances when students submit individual academic works that are substantially similar to one another. While several students may have the same source material, any analysis, interpretation, or reporting of data required by an assignment must be each individual’s independent work unless the instructor has explicitly granted permission for group work.

Examples include, but are not limited to:

- Submitting work that closely matches that of another student, even when the work is to be original to the student handing in the assignment.
- Sharing a take-home examination, case write-up, lab report, or any other assignment with a peer without express permission from the instructor.

Participation in Academically Dishonest Activities: The University defines participation in academically dishonest activities as any action taken by a student with the intention of gaining an unfair advantage over other students.

Examples include, but are not limited to:

- Misrepresenting oneself or one’s circumstances to an instructor.
- Stealing an examination.
- Purchasing a pre-written paper.
- Selling, loaning, or otherwise distributing materials intended for the purpose of cheating, plagiarism, or other academically dishonest acts.
- Destroying, altering, stealing, or forging another student’s work, library materials, laboratory materials, academic records, course syllabi, or examination/course grades.
- Intentionally missing an examination or assignment deadline to gain an unfair advantage.
- Forging information or signatures on official University documents.

Facilitating Academic Dishonesty: The University defines facilitating academic dishonesty as intentionally or knowingly helping or contributing to the violation of any provision of this policy.

Examples include, but are not limited to:

- Doing academic work for another student.



- Making available previously used academic work for another individual who intends to resubmit the work for credit.

Obligation to Uphold Academic Integrity: All members of the Northeastern University community have a role in upholding the Academic Integrity Policy. Any member of the community who witnesses a violation of this policy should report it to the appropriate faculty member or the Office of Student Conduct & Conflict Resolution (OSCCR).

Documentation Guidelines: In Northeastern's graduate organizational communication courses, we require students to use APA guidelines for citing sources. Why is proper citation important? It signals that every student is an active and informed participant in the College's academic community. It enables instructors to understand how sources are used to support perspectives and conclusions. And it forms the basis for ethical communication practices that are expected in a professional career in communications or any other field. For these reasons, lack of proper APA citation will NOT be tolerated. Students are responsible for learning how to use proper APA citation. To do so, students can review APA guidelines on the Purdue Online Writing Lab website, or by making an appointment with the International Tutoring Center or the Writing Center. Students should review this excellent interactive tutorial developed by the Harvard Graduate School of Education, with a focus on modules 2, 3, and 4: http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed. Failure to use APA guidelines to document sources will result in grade deductions and possible referral to the Office of Student Conduct & Conflict Resolution (OSCCR)

College of Professional Studies Policies and Procedures

For comprehensive information please see the download the [Student Handbook](#) also available on the [Student Resources](#) page of the [Northeastern University College of Professional Studies](#) website.

End-of-Course Evaluation Surveys

Student feedback regarding the educational experience in this class is very important to the College of Professional Studies. Student comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Survey responses are completely anonymous and confidential. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to the student's HuskyMail account notifying you when surveys are available.

Northeastern University Online Copyright Statement

Northeastern University Online is a registered trademark of Northeastern University. All other brand and product names are trademarks or registered trademarks of their respective companies.

This course material is copyrighted and Northeastern University Online reserves all rights. No