



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

COMM 5333-103: Organizational Communication

Course Description:

This advanced survey course is designed to expose students to the field of organizational communication (its theories, research, and practice). Students will be introduced to foundational areas of organizational communication, namely, history of the field, communicating identity and identification, leadership communication, organizational culture, organizational socialization, difference and organizing, networks in organizations, risk and crisis communication, non-profit organizations (NPOs) and public health, and organizing for social change. Our survey of each area will include both foundational works as well as contemporary advances.

Class Dates, Location and Hours:

Dates: January 25 – 27 & February 1 – 3, 2019
Location: College of Allied Health, OU Health Sciences Center, 1200 N. Stonewall, Oklahoma City, OK 73117-1215
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: December 27, 2018

Site Director:

Email: apokc@ou.edu. Phone: 405-271-4522.

Professor Contact Information:

Course Professor: James O. Olufowote, Ph.D.
Mailing Address: University of Oklahoma
Department of Communication
Burton Hall, #227
Norman, OK 73019
Telephone Number: 405-325-3111
Fax Number: 405-325-7625
E-mail Address: olu@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials:

Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT

History of the Field of Organizational Communication

Tompkins, P.K., & Wanca-Thibault, M. (2001). Organizational communication: Prelude and prospects. In F. M. Jablin & L. L. Putnam (Eds.), *The new handbook of organizational*

communication: *Advances in theory, research, and methods* (2nd ed., pp. xvii-xxxi). Thousand Oaks, CA: Sage

Communicating Identity and Identification

Cheney, G. (1983). The rhetoric of identification and the study of organizational communication. *Quarterly Journal of Speech*, 69, 143-158.

Askay, D. A., & Gossett, L. (2015). Concealing communities within the crowd: Hiding organizational identities and brokering member identifications of the Yelp Elite Squad. *Management Communication Quarterly*, 29, 616-641. doi: 10.1177/0893318915597301

Leadership Communication

Fairhurst, G.T. (2008). Discursive leadership: A communication alternative to leadership psychology. *Management Communication Quarterly*, 21, 510-521. doi: 10.1177/0893318907313714

Hall, M.L. (2011). Constructions of leadership at the intersection of discourse, power, and culture: Jamaican managers' narratives of leading in a postcolonial cultural context *Management Communication Quarterly*, 25, 612-643. doi: 10.1177/0893318910389432

Organizational Culture

Martin, J., & Siehl, C. (1990). Organizational culture and counterculture: An uneasy symbiosis. In B. D. Sypher (Ed.), *Case studies in organizational communication*. New York: NY: Guilford Press.

Olufowote, J.O. (2006). Rousing and redirecting a sleeping giant: Symbolic Convergence Theory and complexities in the communicative constitution of collective action. *Management Communication Quarterly*, 19, 451-492. doi: 10.1177/0893318905280326

Organizational Socialization

Kramer, M. W., & Danielson, M. A. (2016). Developing and re-developing volunteer roles: The case of on-going assimilation of docent zoo volunteers. *Management Communication Quarterly*, 30, 103-120. doi: 10.1177/0893318915612551

Myers, K.K. (2005). A burning desire: Assimilation into a fire department. *Management Communication Quarterly*, 18, 344-384. doi: 10.1177/0893318904270742

Difference and Organizing

Bridgewater, M.J., & Buzzanell, P. M. (2010). Caribbean immigrants' discourses: Cultural, moral, and personal stories about workplace communication in the United States. *Journal of Business Communication*, 47, 235-265. doi: 10.1177/0021943610369789

Parker, P. S. (2006). Keeping it real: Race, difference, and corporate ethics at Coca-Cola. In S. K. May (Ed.), *Case studies in organizational communication: Ethical perspectives and Practices* (169-183). Thousand Oaks, CA: Sage.

Communication and Social Networks

Contractor, N. S., Whitbred, R. C., Fonti, F., & Steglich, C. (2012). Understanding the ties that bind: A longitudinal investigation of the evolution of a communication network. *Western Journal of Communication*, 76, 333-357. doi: 10.1080/10570314.2012.674172.

Feeley, T.H. (2000). Testing a communication network model of employee turnover based on centrality. *Journal of Applied Communication Research*, 28, 262-277.

Risk and Crisis Communication

Austin, L., Liu, B. F., & Jin, Y. (2012). How audiences seek out crisis information: Exploring the social-mediated crisis communication model. *Journal of Applied Communication Research*, 40, 188-207. doi: 10.1080/00909882.2012.654498

Barbour, J. B., & Manly, J. N. Redefining disaster preparedness: Institutional contradictions and praxis in volunteer responder organizing. *Management Communication Quarterly*, 30, 333-361. doi:10.1177/0893318916629101

Non-Profit Organizations (NPOs) and Public Health

de Souza, R. (2009). Creating "communicative spaces": A case of NGO community organizing for HIV/ AIDS prevention. *Health Communication, 24*, 692-702. doi: 10.1080/10410230903264006

Olufowote, J. O. (2017). An institutional field of people living with HIV/AIDS organizations in Tanzania: Agency, culture, dialogue, and structure. *Frontiers in Communication, 2*, 1-12. doi: 10.3389/fcomm.2017.00001

Organizing for Social Change

Chapter 2 on “ Dialectic of control and emancipation in Bangladesh’s Grameen Bank” (pp. 64-108) in Papa, M. J., Singhal, A., & Papa, W. H. (2006). *Organizing for social change: A dialectic journey of theory and praxis*. Thousand Oaks, CA: Sage.

Rogers, E. M., & Singhal, A. (2003). Empowerment and communication: Lessons learned from organizing for social change. *Annals of the international communication association, 27*, pp. 67-85. doi: 10.1080/23808985.2003.11679022

Course Objectives:

1. To introduce students to important topics in organizational communication
2. To introduce students to foundational works in organizational communication
3. To introduce students to contemporary advances in organizational communication
4. To introduce students to important theories/models of organizational communication
5. To facilitate reflection on practice and to improve the practice of communication
6. To facilitate student ability to communicate (orally and in writing) about organizational communication (topics, theories, practice).

Course Outline:

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|---|------------|
| 1. History of the Field | F Jan 25 |
| 2. Communicating Identity and Identification | Sat Jan 26 |
| 3. Leadership Communication | Sat Jan 26 |
| 4. Organizational Culture | Sat Jan 26 |
| 5. Organizational Socialization | Sun Jan 27 |
| 6. Difference and Organizing | F Feb 1 |
| 7. Communication and Social Networks | Sat Feb 2 |
| 8. Risk and Crisis Communication | Sat Feb 2 |
| 9. Non-profit Organizations and Public Health | Sat Feb 2 |
| 10. Organizing for Social Change | Sun Feb 3 |

Assignments, Grading and Due Dates:

Article critiques:

This is a **1-2 page, single-spaced critique** of one of the assigned readings on an organizational communication topic (e.g., communicating identity and identification). Your critiques will be due at the beginning of class. **You are required to complete five article critiques for the class.** Your critiques can cover any of the following: main points or arguments, primary contributions, organizational communication theories or models, research questions or hypotheses, methodology, main findings, article strengths, article weaknesses, etc.

Five-page evaluation of an organizational communication theory:

As we survey organizational communication topics, we will consider several organizational communication theories. You are to identify one theory, **submit two additional articles on the theory**, and write a five-page (APA formatted and double-spaced) **explanation and evaluation** of the theory. We will learn about criteria for evaluating theory in class such as heuristic value, logical consistency, and scope.

Five-page biography of a leading organizational communication researcher/scholar:

This is a 5-page double-spaced APA-formatted assignment. You are to investigate any leading scholar/ researcher of Organizational Communication of your choice and write a **biography** that includes your scholar’s educational history and background, dissertation topic and major advisor, employment history and background, primary research areas, major research contributions, important/major publications, a short summary of one of the major publications, teaching areas, and anything else that is interesting or unique about your chosen researcher. You are also expected to **submit TWO additional academic articles or book chapters written by your chosen Organizational Communication scholar/researcher.**

Discussion leader:

You will lead discussions on the assigned readings for an organizational communication topic. To effectively lead discussions, you should be familiar with the assigned readings. Come prepared with questions that facilitate critical thinking about **each reading** (main points, interesting points, strengths, weaknesses, etc.) and the **readings as a whole** (comparisons, points of debate and contention, recurring ideas and themes, central concerns, etc.).

Participation in class discussions:

Your participation in and contributions to class discussions matter. You can earn points for consistent, meaningful, and respectful participation.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignments	Percent of Grade	Due Date
5 written article critiques (each should be 1-2 single-spaced pages). Bring critique to class on the day the reading will be covered in class.	40%	Jan 25-27, Feb 1-3 (in class)
Discussion leader on organizational communication topics (class size will determine if this will be done in pairs or groups)	15%	Jan 25-27, Feb 1-3 (in class)
Participation in class discussions	5%	Jan 25-27, Feb 1-3 (in class)
5-page evaluation of a theory or model covered in an organizational communication topic (submit 2 additional articles on theory)	20%	Mon Feb 18th (Upload to Canvas)
5-page biography of a leading researcher/scholar of organizational communication (submit 2 articles or book chapters)	20%	Mon Feb 18th (Upload to Canvas)

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

James O. Olufowote, PhD

Education

- PhD, Organizational Communication, Purdue University (2005)
- MA, Communication-Urban Studies, Michigan State University (2000)
- BS, Corporate Communication, Ithaca College (1998)

Current Positions

- Associate Professor of Communication, the University of Oklahoma
- Adjunct, International and Area Studies, the University of Oklahoma

Major Areas of Teaching and Research Interest

Teaching:

- Organizational Communication
- Communication in Health Organizations
- Health Communication

Research:

- Physician preparation and practice of ethical communication.
- The communication and collaborations of non-profit organizations during public health crises.

Representative Publications and Presentations

- Olufowote, J. O. (2016). Identity constructions and inter-organizational collaboration: Islamic faith-based organizations and the polio vaccination stoppage in Northern Nigeria. *Communication Quarterly*. Advance online publication. doi:10.1080/01463373.2015.1129354
- Olufowote, J. O. (2015). Preparing future physicians in medical ethics: A tension-centered study of institutional and situational dualities. *Communication Quarterly*, 63, 254-271. doi: 10.1080/01463373.2015.1039713
- Olufowote, J. O. (2014). Virtue training in medical schools: The perspective of behavioral science course directors. *Health Communication*. Advance online publication. doi: 10.1080/10410236.2013.861307
- Olufowote, J. O. (2014). Organizations and health. In T. L. Thompson (Ed.), *Encyclopedia of health communication* (Volume 2, pp. 1007-1010). Thousand Oaks: Sage.
- Koschmann, M., Bisel, R., Botero, I., Lin, C., Olufowote, J., Perriton, L.,... Wieland, S. (2012). An eye for an I—Thoughts about *Management Communication Quarterly* from the next generation. *Management Communication Quarterly*, 26, 656-681. doi: 10.1177/0893318912458761
- Olufowote, J.O. (2006). Rousing and redirecting a sleeping giant: Symbolic Convergence Theory and complexities in the communicative constitution of collective action. *Management Communication Quarterly*, 19, 451-492. doi: 10.1177/0893318905280326
- Olufowote, J.O., Miller, V.D., & Wilson, S.R. (2005). The interactive effects of role change goals and relational exchanges on employee upward influence tactics. *Management Communication Quarterly*, 18, 385-403. doi: 10.1177/0893318904270743

Representative Honors and Awards Received

Editorial Board Member, *Management Communication Quarterly*

Major Professional Affiliations

- International Communication Association; National Communication Association
- American Academy on Communication in Healthcare