

# CMST 250 Organizational Communication Course Syllabus

**INSTRUCTOR/FACILITATOR:** Laura Driscoll Nudelman

**CONTACT:** Website Email (found by clicking "inbox" next to your name at the top of your screen when you are on Canvas) or office phone 425-564-2358. *If Canvas is down, please feel free to email me at: lnudelma@bellevuecollege.edu. Otherwise, please contact me on theCanvas Email (Known as "Conversations"). I check this system more frequently and you will probably receive a faster response.*

**TEXT:** *Communicating at Work, Adler Mc-Graw Hill ISBN: 9780078036804*

[Feel free to use these PDF files of the text if you are waiting for your book to arrive](#)

- *One lower cost option is to rent the book. If you search for the text on bookrenter.com you will see that you can rent the book for 90 days (all you need for Fall Quarter). Students may rather wish to purchase a used edition and sell the book at the end of the quarter as another cost-cutting option.*
- *Students can also find a copy of the text on reserve in the library under Nudelman*

## **COURSE OBJECTIVE**

The purpose of this course is to provide you with the knowledge and skills necessary for quality communication in a diverse workplace.

## **COURSE OUTCOMES**

By the end of this course, students will be able to:

1. Identify the types of language and nonverbal communication that will be most effective within a specific organizational culture.
2. Describe how communication networks, organization structure, and organizational culture influence interaction.
3. Describe the characteristics of effective electronic workplace communication.

4. Identify the influence of intercultural communication on workplace interaction.
5. Describe the best listening approaches in a given situation to promote understanding, accomplish your goals, and enhance your relationship with others.
6. Apply leadership theory and concepts to improve managerial effectiveness.
7. Describe different approaches for negotiating solutions in work-related conflicts and predict likely consequences of using each style.
8. Identify the types of group roles, norms, and decision-making required to transform a group of people into an effective team. .

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### **FORMAT**

You will be engaged in online discussion and complete writing assignments that help you apply the material. In addition, you will be taking four objective quizzes (true/false multiple choice), one take-home final, and complete a group reflection. The reading materials in this class contain complex theory and terminology. It is highly recommended that you have a college reading level. Please consult your English placement test scores.

### **GRADING BREAKDOWN**

<b>Quiz #1</b>	<b>100</b>	<b>930-1000 = A</b>
<b>Quiz #2</b>	<b>100</b>	<b>900-929 = A-</b>
<b>Quiz #3</b>	<b>100</b>	<b>860-899 = B+</b>
<b>Quiz #4</b>	<b>100</b>	<b>830-859 = B</b>
<b>Application Exercises #1</b>	<b>100</b>	<b>800-829 = B-</b>
<b>Application Exercises #2</b>	<b>150</b>	<b>760-799 = C+</b>
<b>Discussion Board Participation</b>	<b>250</b>	<b>730-759 = C</b>
<b>Group Reflection</b>	<b>100</b>	<b>700-729 = C-</b>
<b>Total</b>	<b>1000</b>	<b>660-699 = D+</b>
		<b>600-659 = D</b>
		<b>0 - 569 = F</b>

## Quizzes

Quiz format consists of a combination of 50 true/false and multiple-choice questions. *Quizzes will be timed (60 minutes) so be sure to take your assessment at a reliable internet connection. Questions will also probably load faster if you are on a wired connection.* A review sheet will be made available before each exam. In addition, a discussion board will be opened for questions about the test before each exam.

## Discussion Board Participation

Participation in chapter discussions is required for completion of the course and is worth 250 points. Students must **answer one assigned** question and **respond to another student's answer** for readings being discussed. Emphasis should be placed on integrating the concepts and theories discussed in the reading and personal experience should be only used as examples of course-related material. The format for discussion board postings is very specific and could be very different from previous online classes you have taken. Please consult the **Guide for Discussion Participation lecture** found in the **Getting Started Learning Module** before you **post your first discussion board message.**

## Application Exercises

This portion of the class is designed to help you apply a variety of topics discussed in the reading and lectures. Application Exercises #1 focuses on a series of personal assessments and exercises which are designed to help students become more aware of their communication and establish goals for the quarter. Application Exercises #2 is designed to help students apply the course concepts to actual workplace communication scenarios.

## Group Reflection

Students will complete an analysis of the group communication which has transpired in a work, school, or volunteer project-related team. The analysis is 1200-1500 words and will be evaluated on the basis of the student's application of course related concepts to his/her experience.

## POLICIES

1. Late work (discussion board postings, quizzes, application exercises, or group project) will **not** be accepted unless arrangements are made with me before the due date. This policy is in place to help students learn the skills that will help them succeed in future classes and the workplace. **You can always post discussion board messages or submit application exercises in advance of the due dates and I encourage you to work ahead so a sudden work deadline or family issue does not create a difficulty for you.** However, if you (or family member) are experiencing a major illness or you know that you will out-of town during a quiz for a planned event such as a wedding or military service, please let me know in advance and we can work out a schedule to complete your work without penalty.
2. Students caught cheating on an exam or plagiarizing an assignment will not receive any credit for that portion of the class. Repeat offenses will be reported to the Dean of Student Programs.
3. Students are expected to model the behavior discussed in the content of this course. During online discussions you may certainly disagree and debate, but you are required to demonstrate tolerance and respect at all times in your postings. One general rule--please do not use all capital letters to emphasize a point when you are disagreeing with a student as this is the written equivalent of shouting.
4. **Students are required to access the textbook for the course by the second week of class.** As a courtesy, I have uploaded the first few chapters of the textbook in pdf files found in the Start Course Here document on the class homepage, Getting Started Learning Module, and linked in the Discussion 1 instructions. Extensions will not be granted on assignments if a textbook is not accessed by the time the material is needed. A copy of the text is on reserve in the library if a student is having delivery issues with an online purchase.
5. Special Needs: The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of

support available to you. The DRC office is located in the Library Media Center or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit the DRC website for application information into the program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc) Please meet with me if you have any questions.

6. Students are required to follow the behavior outlined by the Arts and Humanities Student Procedures and Expectations: <http://bellevuecollege.edu/artshum/policy.html>
  
7. Should you have concerns about any aspect of the class, I encourage you to come to me with them. If for any reason you don't feel comfortable raising your concerns with me, the usual next step would be to speak with the program chair (Katherine Oleson, [koleson@bellevuecollege.edu](mailto:koleson@bellevuecollege.edu)). You can refer concerns about this class to the Arts and Humanities Division Dean, Maggie Harada ([maggie.harada@bellevuecollege.edu](mailto:maggie.harada@bellevuecollege.edu)) or the Assistant Dean, Scott Bessho ([scott.bessho@bellevuecollege.edu](mailto:scott.bessho@bellevuecollege.edu)) in the Arts and Humanities division office (R230). An additional resource for concerns you find aren't being addressed by faculty or administration is the Ombuds Office (<http://www.bellevuecollege.edu/ombuds/default.html>).