## Course Description

Organizations hold paramount importance in society. Within them, people communicate with others to navigate the rules and norms of their organizational environment. To succeed in an organization, one must recognize the value of communication as the process responsible for conducting formal and informal interactions.

This course introduces numerous topics to describe the internal functioning of organizations. There are four modules of course instruction:

1. **Fundamentals of Organizing**
2. **Infrastructure for Organizational Communication**
3. **Organizational Environment**
4. **Interpersonal Relationships and Dynamics at Work**

Students will learn about concepts related to governing and controlling human behavior in large social settings. Through individual writing assignments, presentations, and group collaboration, students will interrogate organizational scholarship. By the end of the semester, students will have exposure to many aspects of organizational communication and strategies for social engagement in organizations.

## Student Learning Outcomes

To provide a set of skills for students to engage in effective organizational communication, the course is designed to achieve the following learning objectives:

1. **Summarize and interpret published research articles**
2. **List strategies to facilitate effective organizational communication**
3. **Describe different social interactions in organizations**
4. **Assess course topics to evaluate organizational communication as a social process**
5. **Synthesize and communicate impressions to support professional planning and development**

**Prerequisite(s):** None
**Recommended Preparation:** None

## Course Notes

Dr. Twyman expects consistent attendance, participation, and dialogue within the classroom environment. Blackboard and Google Drive will contain course materials (e.g., lecture slides, readings, etc.).

## Technological Proficiency and Hardware/Software Required

The course requires the following software technologies freely available through USC

- BrightSpace: https://brightspace.usc.edu/
    o Course Management
    o Assignment Submissions
    o Email Announcements
- Google Drive
    o Archive of reading materials
- Google Drive OR Microsoft Office 365: https://software.usc.edu/free-to-campus/
    o For preparation of assignments
- Adobe Creative Cloud: http://www.annenbergdl.org/adobe/
    o For PDF reading and editing

- o  Other media editing software that may be of interest
- Citation Manager: e.g., Zotero (https://www.zotero.org/) or Mendeley (https://www.mendeley.com/). Both freely available to cite any references used in writing assignments.

## Laptop Policy
All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

## Required Readings and Supplementary Materials
- Google Drive Link to Readings: TBD

Textbooks
Schein, E. H. (2010). Organizational Culture and Leadership (4th ed.). Jossey-Bass.
- Access through USC Libraries for Free:
  https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991023008169703731
- Chapters 1 and 2 shared with Google Drive link
Yates, J. (1993). Control Through Communication: The Rise of System in American Management (Vol. 6). JHU Press.
- Access through USC Libraries for Free:
  https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991042454736703731
- Introduction and first three chapters shared with Google Drive link

Weekly Articles
Selected research articles and business press articles shared with Google Drive link

## Optional Readings and Supplementary Materials
Videos may be provided as part of future assignments.

## Description and Assessment of Assignments
**Time Management Plan**
- **Semester Work Schedule for Typical Week:** At the start of the semester, students will provide their anticipated time commitment towards the course.
  - o  For all seven days of the week, indicate how much time is expected to be spent attending lecture and doing homework
  - o  Include specific time windows for the activities
  - o  Given that the course is 4 Units, plan to spend 8 hours on the course outside of lecture time

**Professional Industry Explanation**
- Students tend to be interested in a particular industry this assignment will be a written description of what aspects of the industry attracts your interest and attention.
  - o  Two-part assignment: first will be a written description of interest and the second will be a brief elevator pitch (2-3 minutes) given to the class.

**In-Class Group Activities**
- Throughout the course, there will be in-class activities that offer a chance for students to collaborate with one another while engaging in organizational scenarios derived from real-world professional experiences. Because students are expected to attend every lecture, group activities will appear at random and require a student to be present and contribute to the group.

**Course Module Engagement**
1. For each week in a module, students will need to read **one** of the "long readings" for each topic.

      a. A "long reading" will be denoted with **LONG** in front of the title when listed on the weekly schedule below. <u>Given the length of the "long readings," students are only expected to read one of their choosing and skim the other "long readings" for the week.</u>

2. Then, students will need to find a piece of media (news article, podcast, video, documentary, software, or movie) that serves as an example of the reading's topic and produce a 1-to-2-page, double-spaced (250-500 word) explanation for how the piece of media relates to the reading. For example, there is a reading on "workplace awareness" and students will be expected to find a piece of media (a documentary about monitoring workers in a factory) and share how the media relates to the topic.
3. Once all explanations are created for a module, students should then combine all explanations for a given module into one document and create a cover page with a 250-word summary of the module that should be interpretable by an audience that is not be familiar with the specific module topics.

## Take-Home Final Exam

- The "Take-Home Final Exam" assignment will be a 3-to-5-page, double-spaced (750-1,250 word) response to a stimulus and set of prompts provided by Dr. Twyman.
  - The goal of this response is to help students synthesize course materials and communicate their interpretations of the prompt.