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TEACHING PORTFOLIO

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TEACHING PHILOSOPHY

I view teaching as an honor, and as a result, I have a strong commitment to quality education and excellence in my role as an educator. My teaching is inspired by the following words spoken by Dr. Martin Luther King, Jr., “The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.” As a result of my reflection on education, my teaching philosophy can be outlined into three interrelated parts: (a) critical thinking, (b) character development, and (c) applied learning. This philosophy has allowed me to succeed in the classroom and is exemplified in the Donn W. Parson Mentor of the Year award received in 2016, 2018, and 2020 at the University of Kansas and the iCOM TA of the Year Award I received in 2011 from the University of Missouri undergraduate student organization, and the 2011 Loren Reid Outstanding Graduate Student Teaching Award granted to me by my colleagues and faculty in Department of Communication at the University of Missouri. Below I describe my commitment to each of these aspects of teaching and then close with a general philosophy about my classroom approach.

Critical Thinking

My primary object in teaching is to promote critical thought. I strongly believe that higher education is a privilege and opportunity for me to motivate my students to spend quality time with meaningful ideas. I strive to promote intellectual development through the classroom experience by providing personal motivation and constructive evaluation. The elements of my courses, which include reading, lecture, discussion, assignments, activities, quizzes and exams are all strategically developed with the goal of encouraging students to think critically about communication. I want all of my students to become more critically and intellectually knowledgeable, aware, and engaged with communication throughout their lives.

Character Development

Enhancing my students’ intellectual capacity is an essential component to their character development. I take the ethical responsibility of pedagogy very seriously. I see it as my duty to contribute to the personal development of students as intellectually developed citizens. I also conceive of their future organizational memberships as a vital component in their growth as students. Our lives are cultivated through organizations and we encounter countless people through organizational interaction. Thus, in my classes I try to show my students the impact they have on others through communication. During each of my classes I spend a significant amount of time discussing ethics, ethical codes of conduct, personal and professional values, respect, inclusion, tolerance, and the experience of people on the margins. For example, in Organizational Communication courses I have used Allen’s (2011) text titled *Difference Matters*, which is centered on the manifestation of social identity, difference, and organizational communication. My goal is to empower students to ethically communicate with others and to promote compassion and collaboration. It is my hope that their education in communication will serve as a catalyst for their general goodwill in society and more specifically through their organizational memberships.

Experiential learning

From my experience, one of the best ways to learn is by doing. Not only do I share my own previous professional experience as a way to bring narrative life to the course theories and concepts, but I also encourage my students to connect their course material to lived experience. I strategically incorporate assignments in my course that encourage my students to move their learning outside the classroom and within the context of organizations. I used experiential

learning in my instruction as ways to make the course content come alive for my students. Arguably, this approach promotes critical thinking skills and character development. You will notice that many of my assignments require my students to step off campus and into organizations with an analytical and reflective aim. I use journal assignments, reflection papers, in-class discussion, and personal evaluation as some of the tools to promote critical thinking and character development through applied learning. In my experience, students are able to better connect with the ideas and understand the concepts when they have personal exposure at the intersection of theory and practice.

For example, in the Organizational Communication capstone class, I created a service-learning assignment that uses organizational ethnography; enclosed in this teaching portfolio is a full description of this assignment on page 24. Through ethnographic research students conduct weekly participant observation, interpretation and theoretical analysis in an organization. In the Business and Professional Communication class I am currently teaching, I assign an off campus interview. In this assignment students use interviewing concepts from course material, develop interviewing skills, make a new business contact, and conduct an audio-recorded, informational interview with a professional in their chosen career field. After this experience the student reviews their audio recording and completes a self-evaluation based on their perception of the interview. In addition they are also evaluated by the professional they interviewed. To close this assignment each student gives an in-class presentation where they share audio clips of their strengths, areas of improvement, and their overall take away from the experience. This allows for a real interview experience outside the academy that promotes networking and multilevel evaluation and reflection. The class members are able to learn from each other and through applied personal experience. A full description of this assignment titled, Career Exploration Interview, is enclosed on page 37 of this portfolio. As you can see in the qualitative feedback from my students I have received positive input about the courses. My students have expressed their appreciation for experiences outside the classroom. Despite the fact that these assignments can be more time intensive and demanding on student resources, my students have communicated that the advantages have long term benefits.

Classroom Approach

Every classroom has a unique culture and students have different learning styles. In order to foster a student-centered approach to learning, I solicit anonymous feedback from my students at different times during the semester. I ask my students to explain what is helping and hindering their ability to learn the course material. This allows my students to have voice in the learning process and allows me to adapt to their educational needs. This practice maintains my teaching effectiveness and allows me to grow and improve as an instructor. I use student input to become a more agile teacher and as a way to empower and motivate my students to engage and learn.

Teaching is also an extremely reflexive process for me. I am continually documenting pedagogical successes and areas of improvement in the classroom. These notes allow me to tailor my approach and to assess my ability to teach. I continually cross-reference student performance, assignment descriptions, content delivery, and course objectives. This type of reflexivity is systematic, continual and an integral part of my growth as an educator in higher education.

I learn so much from my students each semester. Their involvement in my life has provided me with the chance to think critically about my role in their education, but also to further enhance my personal character. I have a strong dedication to my role as a teacher and feel compelled to continually contribute to student development through committed hard work, development of inclusive and positive classroom cultures, and a standard of excellence in higher education.

TEACHING EXPERIENCE

COURSES TAUGHT

- University of Kansas
 - Undergraduate Courses
 - COMS 210: Introduction to Organizational & Professional Communication
 - COMS 310: Advanced Organizational Communication
 - COMS 410: Micro-level Organizational Communication
 - COMS 548: Advanced Interviewing Strategies & Skills
 - COMS 496: Capstone in Communication & Organizational Culture
 - Graduate Courses
 - COMS 930/910: Organizing Identity, Identification, & Stigma
 - COMS 930 Seminar in Communication & Organizational Culture
 - COMS 930: Seminar in Ethnography & Social Interaction

- University of Missouri
 - Undergraduate, Standardized Courses - Graduate Instructor
 - COMM 1200: Public Speaking (Traditional Section)
 - COMM 1200: Public Speaking (Business Section)
 - COMM 1200: Public Speaking (Honors Section)
 - Undergraduate, Large Lecture, Writing Intensive - Teaching Assistant
 - COMM 3050: Survey of Communication Studies
 - Undergraduate, Independently Developed Courses - Graduate Instructor
 - COMM 4476 Organizational Communication
 - COMM 3575 Business and Professional Communication
 - Undergraduate, International Courses – Graduate Instructor
 - 2013 Summer Institute on Communication and Culture: A First Look at Organizational Communication.
 - Developed in collaboration with the Confucius Institute & International Programs

EVIDENCE OF TEACHING EFFECTIVENESS
University of Kansas – Department of Communication Studies

Course Number: Title, Semester	Enrolled	Content was useful and organized	Set and met clear goals and objectives	Teaching was clear and understandable and engaging	Encouraging, supporting and involved in learning
COMS 410: Micro-level Organizational Comm-Fall,2014	25	4.86	4.95	4.82	4.86
COMS 560: Communication & Organizational Culture - Fall,2014	18	4.94	4.88	4.94	4.82
COMS 548: Theories of the Interview – Spring,2015	34	5.00	5.00	5.00	5.00
COMS 410: Micro-level Organizational Comm-Fall,2015	29	4.91	4.96	4.96	4.96
COMS 496: Capstone in Comm & Organizational Culture-Fall,2015	11	5.00	5.00	5.00	5.00
COMS 496: Comm & Organizational Culture-Spring,2016	29	4.76	4.64	4.75	4.88
COMS 930: Organizing Identity, Identification, & Stigma-Spring,2016	8	5.00	5.00	5.00	5.00
COMS 410, Micro-level Organizational Comm-Fall, 2016	21	5.00	4.95	4.95	4.95
COMS 930: Comm & Organizational Culture - Fall, 2016	9	5.00	5.00	5.00	5.00

COMS 410: Micro-level Organizational Communication (Fall, 2014)

The quantitative data reveal favorable student evaluations in this course. For example, on a scale of 1 (strongly disagree) to 5 (strongly agree) I received the following means: 1) Content was useful and organized (4.86); Set and met clear goals and objectives (4.95); Expectations were well defined and fair (4.95); Expectations were appropriately challenging (4.86); Teaching was clear and understandable and engaging (4.82); Encouraging, supporting and involved in learning (4.86); Available/responsive and helpful (4.91); Respected students and their points of view (4.95); Acquired Knowledge that the course promoted (4.91). The qualitative data for this course suggest that my strengths were: class time was engaging and interactive; approachable and accessible; excellent preparation; related to students well; makes ideas and concepts accessible and relevant; clear expectations; consistent and organized. The critiques of this class included suggestions for less group work and more individual assignments/assessment; less reading and/or more engaging reading. When I teach this class in Fall, 2015, I am planning to change the supplemental readings and instead going to use two smaller text books instead of one textbook and a wide variety of “cherry-picked” articles. I will also provide more opportunity for smaller individual assignments (case studies; quizzes; papers) that provide opportunity for individual assessment. This will increase the overall point values of the class giving the students an opportunity to achieve in the class individually. I will still use group work, but will decrease the weight of the group project overall.

COMS 560: Communication & Organizational Culture (Fall, 2014)

The quantitative data reveal favorable student evaluations in this course. For example, on a scale of 1 (strongly disagree) to 5 (strongly agree) I received the following means: 1) Content was useful and organized (4.94); Set and met clear goals and objectives (4.88); Expectations were well defined and fair (4.76); Expectations were appropriately challenging (4.82); Teaching was clear and understandable and engaging (4.94); Encouraging, supporting and involved in learning (4.82); Available/responsive and helpful (4.88); Respected students and their points of view (4.94); Acquired Knowledge that the course promoted (4.76). The qualitative data for this course suggest that my strengths were: use of prior work experiences that illustrated concepts; engaging personality; understanding and willing to help; lecture/PowerPoints were useful references; accessible and easy to contact; comfortable classroom environment; encouraging and helpful; made students feel important and like their thoughts mattered; passionate and genuine; class structure; well-prepared and professional; in-class activities were helpful. The critiques of this class suggest that I make the study guide more like the test; incorporate rough draft workshops for papers; tough grading; less small group work in class; have more exams over less material or have more questions asked on exams. In the future I will teach this class as a capstone – COMS 496. I will consider incorporating 3 exams instead of two in order to break up the material and make the exams less intimidating. I also plan to incorporate dedicated classroom days to paper workshops with peer critique exercises.

COMS 548: Advanced Interviewing Strategies & Skills (Spring, 2015)

The quantitative data reveal favorable student evaluations in this course. For example, on a scale of 1 (strongly disagree) to 5 (strongly agree) I received the following means: 1) Content was useful and organized (5.00); Set and met clear goals and objectives (5.00); Expectations were well defined and fair (4.94); Expectations were appropriately challenging (4.97); Teaching was clear and understandable and engaging (5.00); Encouraging, supporting and involved in learning (5.00); Available/responsive and helpful (5.00); Respected students and their points of view (5.00); Acquired Knowledge that the course promoted (5.00). The qualitative data for this course suggest that my strengths in this course were: class was clear, challenging, informational, in-depth, organized, fair, future-oriented, assignments were helpful, thorough PowerPoint files and lectures, course served as a practical resource; professor was personable, genuine involved in student learning, gave “real word” insights, attentive, supportive, and gave straightforward directions. The critiques of this class included suggestions such as: changing the timing from Spring to Fall semester (i.e. too close to graduation), tough grading, in-class review of final project, making the study guide more concise, slowing down lecture, remove final exam and replace with final paper. The next time I teach this class, I will consider offering it in the Fall semester, as I do believe the timing will impact students ability to effectively use the content in their own job searches nearing the completion of their degree. In addition, I continually work on the pace of my lectures for every undergraduate class I teach. I can also make the exam study guides more concise. This course was a new preparation for me. I look forward to teaching it again.

COMS 410: Micro-level Organizational Communication (Fall, 2015)

The quantitative data reveal favorable student evaluations in this course. For example, on a scale of 1 (strongly disagree) to 5 (strongly agree) I received the following means: 1) Content was useful and organized (4.91); Set and met clear goals and objectives (4.96); Expectations were well defined and fair (4.96); Expectations were appropriately challenging (4.91); Teaching was clear and understandable and engaging (4.96); Encouraging, supporting and involved in learning (4.96); Available/responsive and helpful (4.96); Respected students and their points of view (4.96); Acquired Knowledge that the course promoted (4.96). Every mean for each item captured on the quantitative course evaluation improved when compared to the last time I taught this course in Fall 2014 semester. The qualitative data for this course suggest that my strengths were: class was well organized, topics were interesting, and instructor was objective when talking about controversial topics. The critiques of this class included suggestions for more time in class for group project, more feedback and direction on interview protocol for panel discussions. I revised the structure of the course this semester to reflect feedback on last year's teaching evaluations. I omitted various supplemental readings from last year's course design and instead used them in class for small group discussion. This year I used two texts. The first was *Organizing Relationships: Traditional and Emerging Perspectives on Workplace Relationships* by Dr. Patricia Sias and the second was *Difference Matters: Communicating Social Identity* by Dr. Brenda J. Allen. These texts added to the rigor and depth of the course material. I provided more opportunity for smaller individual assignments via case studies and reflection questions, which provided opportunity for individual assessment in addition to the larger group project (i.e. professional panel discussions). These changes increased the overall point values of the class giving the students an opportunity to achieve in the class individually despite the final group project. The revised content and assignments positively influenced the course experience and better achieved the course objectives. These changes to the course evaluation also addressed student feedback provided in my teaching evaluation from Fall 2014. The next time I teach this course I believe I can work in more class time for the group project. Personally, the individual assignments added to this class to as a response to the feedback from Fall, 2014 increased to my workload too much. In the future, instead of having students complete 3 questions for each case study/reflection I will consider only 1 or 2 questions. This change should provide better balance for me as an instructor.

COMS 496: Capstone in Communication & Organizational Culture (Fall, 2015)

The quantitative data reveal favorable student evaluations in this course. For example, on a scale of 1 (strongly disagree) to 5 (strongly agree) I received the following means: 1) Content was useful and organized (5.00); Set and met clear goals and objectives (5.00); Expectations were well defined and fair (5.00); Expectations were appropriately challenging (5.00); Teaching was clear and understandable and engaging (5.00); Encouraging, supporting and involved in learning (5.00); Available/responsive and helpful (5.00); Respected students and their points of view (5.00); Acquired Knowledge that the course promoted (5.00). Every mean for each item captured on the quantitative course evaluation improved when compared to the last time I taught this course in Fall 2014 semester. The qualitative data for this course suggest that my strengths were: engaging teacher; relevant and practical content; fun classroom environment; clearly organized

class. The critiques of this class suggest that I make the exams less difficult. I developed a course packets for this course in conjunction with JayHawk Inc. This change was substantial and positive. It allowed the class to have a more coherent approach to research. This year, I implemented peer review workshops as a response to the teaching evaluation feedback when I previously taught this class as COMS 560. This way students were able to work through their rough drafts together, which provided each student with feedback. This exercise increased the level of success for students and allowed them better articulate their theory-based arguments for their analysis papers. I love teaching this class!

COMS 930: Organizing Identity, Identification, and Stigma (Spring 2016)

The quantitative data reveal favorable student evaluations in this course. For example, on a scale of 1 (strongly disagree) to 5 (strongly agree) I received the following means: 1) Content was useful and organized (5.00); Set and met clear goals and objectives (5.00); Expectations were well defined and fair (5.00); Expectations were appropriately challenging (5.00); Teaching was clear and understandable and engaging (5.00); Encouraging, supporting and involved in learning (5.00); Available/responsive and helpful (5.00); Respected students and their points of view (5.00); Acquired Knowledge that the course promoted (5.00). The qualitative data for this course suggest that my strengths in this course were: providing challenging and relevant reading materials, accessible explanation of theory and content, approachable instruction, engaging and inviting teaching style, honest and professional instruction, effective classroom format and environment, good balance between theory and application, promoted critical thinking for students, insightful classroom discussion and facilitation, appropriate workload, well organized course, research-oriented content. The critiques of this class included suggestions such as: providing better expectations and feedback on student participation earlier in the semester, share grading rubrics with students earlier, better structure the amount of time spent on each article/chapter assigned, provide an example comprehensive exam question before the writing exam, less weekly reading, more small group discussion. This was my first graduate seminar ever taught, so overall I feel it was a success. However, the next time I teach this class, I will re-work the reading list and a try to better manage class time. Each week we had discussion, but usually had to rush discussion of the last piece due to time constraints. I would also like to consult my faculty mentor regarding evaluation of student class contribution/participation. I think there is a better way to evaluate this for graduate students. I extremely enjoyed this experience and look forward to teaching this seminar again.

COMS 496: Capstone in Communication & Organizational Culture (Spring, 2016)

The quantitative data reveal favorable student evaluations in this course. For example, on a scale of 1 (strongly disagree) to 5 (strongly agree) I received the following means: 1) Content was useful and organized (4.76); Set and met clear goals and objectives (4.64); Expectations were well defined and fair (4.72); Expectations were appropriately challenging (4.76); Teaching was clear and understandable and engaging (4.75); Encouraging, supporting and involved in learning (4.88); Available/responsive and helpful (4.96); Respected students and their points of view (4.96); Acquired Knowledge that the course promoted (4.92). The qualitative data for this course suggest that my strengths were: engaging teaching style; clear explanation of class topics, helpful instruction, clear course/assignment expectations, willingness to help students, confident and

understandable instruction, well prepared and knowledgeable instructor, responsive instructor, a lot of practical content, fun classroom environment; professional and practical examples, facilitated discussion well. The critiques of this class suggest that I prepare students better for exams, give easier exams with less content, incorporate weekly reading quizzes, return assignment feedback faster, less in-class group activity, and shorten lectures. I developed a course packet for this course in conjunction with JayHawk Inc. This change continues to positively influence the class. It allowed the class to have a more coherent approach to research and content. I have also continued to incorporate peer review workshops, which has proven to be effective. This way students were able to work through their rough drafts together, which provided each student with more timely feedback. This exercise increased the level of success for students and allowed them better articulate their theory-based arguments for their analysis papers.

COMS 410: Micro-level Organizational Communication (Fall, 2016)

The quantitative data reveal favorable student evaluations in this course. For example, on a scale of 1 (strongly disagree) to 5 (strongly agree) I received the following means: 1) Content was useful and organized (5.00); Set and met clear goals and objectives (4.95); Expectations were well defined and fair (4.89); Expectations were appropriately challenging (4.89); Teaching was clear and understandable and engaging (4.95); Encouraging, supporting and involved in learning (4.95); Available/responsive and helpful (4.89); Respected students and their points of view (4.89); Acquired Knowledge that the course promoted (4.95). The qualitative data for this course suggest that my strengths were: class was well organized, topics were interesting and informative, assignments built on one another and were challenging, connection to 'real life' practical relevancy, clear explanation/instruction, instructor accessibility and availability for help, great feedback on written work, good level of instructor responsiveness, developed an exciting learning environment, engaged in student learning. The critiques of this class included suggestions for a revised attendance policy, more full class discussions (instead of small group), more support for final exam studying, more extra credit opportunities, and incorporation of chapter quizzes. The changes I implemented from the previous year's structure were maintained. I omitted various supplemental readings from last year's course design and instead used them in class for small group discussion. I continued to use two texts. The first was *Organizing Relationships: Traditional and Emerging Perspectives on Workplace Relationships* by Dr. Patricia Sias and the second was *Difference Matters: Communicating Social Identity* by Dr. Brenda J. Allen. These have worked well for the course objectives and added to the rigor and depth of the course material. I kept the smaller individual assignments via case studies and reflection questions, which provided opportunity for individual assessment in addition to the larger group project (i.e. professional panel discussions). The revised content and assignments have positively influenced the learning experience and helped me to better achieve the course objectives. These changes to the course evaluation also addressed student feedback provided in my teaching evaluation from Fall 2014. I also added more class time for the group project, which has been effective. Personally, the individual assignments added to this class to as a response to the feedback from Fall, 2014 increased to my workload too much. For Fall 2016, instead of having students complete 3 questions for each case study/reflection I had them answer 2 questions. This change provided better balance for me as an instructor and still allowed

students to engage with the content from each week's lesson. I am also including a teaching observation conducted by Dr. Alesia Woszydlo.

COMS 930: Seminar in Communication & Organizational Culture (Fall 2016)

The quantitative data reveal favorable student evaluations in this course. For example, on a scale of 1 (strongly disagree) to 5 (strongly agree) I received the following means: 1) Content was useful and organized (4.78); Set and met clear goals and objectives (4.78); Expectations were well defined and fair (4.78); Expectations were appropriately challenging (5.00); Teaching was clear and understandable and engaging (4.78); Encouraging, supporting and involved in learning (5.00); Available/responsive and helpful (4.89); Respected students and their points of view (5.00); Acquired Knowledge that the course promoted (4.78). The qualitative data for this course suggest that my strengths in this course were: facilitating class discussion, coaching student writing, engaging and positive classroom environment, connecting theory to practice, selecting thought-provoking readings, appropriately challenged students, provided constructive feedback and criticism, interesting and compelling assignments. The critiques of this class included removing the large final paper from the end of the semester, having students turn in discussion questions ahead of time, use contrasting case studies throughout the course, lessen reading load when papers are due, less 'dense' reading materials, clarify assignment expectations, add more variety to classroom structure (i.e. incorporate more lecture and small group activity). The next time I teach this class, I will incorporate more small group activities. I will also revise the final project. The current final project asked students to conduct a qualitative analysis of workplace narratives. Since the narratives were from people in different occupations it was challenged for them to look at organizational culture elements. Overall, I do think the class was effective and will be stronger in the next session.

TEACHING OBSERVATIONS

To: Dr. Tom Beisecker
Chair

From: Dr. Alesia Wozidlo

RE: Teaching Evaluation for Dr. Angela Gist

This summary represents my teaching evaluation of Dr. Angela Gist on September 15, 2016. The class I observed was titled, Micro-Level Organizational Communication, and the lesson plan was centered on the dark side of organizational communication. I would like to address three topic areas in my evaluation of Dr. Gist: a) her command of the subject; b) an ability to structure and manage the lesson plan; and, c) her effectiveness in using instructional communication.

a) Command of subject

Dr. Gist was very knowledgeable of the subject and content that was covered during her lecture. She cited research and provided relevant examples when applicable and appeared relaxed and comfortable discussing key concepts. She asked her class questions that required them to think critically. For example, she first asked her students to discuss the differences between rumor and gossip. Then, she pushed them further and asked them to discuss the difference between gossip and sharing information. Her class activities promoted group discussion and application of material. For example, throughout the friendship activity, she did a superior job tying the answers back to the class material. More specifically, she addressed key concepts from social exchange theory such as rewards and costs. This served as a great review and provided a good example to her students about how to appropriately apply theory to real life phenomena. It was apparent that Dr. Gist knew the material and exhibited this by tying student examples back to the material discussed in lecture/book.

b) Ability to structure and manage the lesson plan

It was evident that Dr. Gist had a daily routine. She promptly began on time and started the class by going over the agenda that was outlined on the board. Dr. Gist intentionally and thoughtfully structured her lesson plan by weaving discussion throughout. Specifically, the plan was comprised of lecture, in-class activities, and a video, and discussion/debrief of the material was integrated evenly throughout. Her lecture utilized a PowerPoint presentation, which was easy to follow and engaging (i.e., font, color, pictures, etc.). For in-class activities, Dr. Gist clearly laid out the instructions and provided time frames. She visited each group which allowed the activities to flow and stay on track. Regarding the video (Oprah clip), she emphasized things she wanted her students to look for and reflect on. She managed her time well. Throughout the entire lecture, Dr. Gist used signposts and broke up major concepts and ideas. Her style of delivery was

easy to follow and very student-centered. This was evident in her taking the necessary time to discuss concepts or cover additional examples so all students were on the same page.

c) Effectiveness in using instructional communication

Dr. Gist appeared interested and engaged the entire lesson plan. She was receptive to students' views by probing more about the examples they offered and generated excellent participation from all of the students – including the more quiet voices. They openly and readily responded to her questions. I could tell Dr. Gist had already built amazing rapport with her students even though the semester was only a few weeks in. I was very impressed with the classroom environment and how receptive the students were to the material, the activities, and discussion. This speaks directly to Dr. Gist's ability to connect with her students. Regarding her delivery of the lesson plan, she modeled excellent presentation skills through her eye contact, paralinguistic cues (i.e., tone, volume, and rate), professional clothing, engaged posture, and use of space (she used a clicker to progress through the PowerPoint, which allowed her to use space effectively and move freely about the room).

In short, based on my observation of Dr. Gist, she is an exceptional instructor. She masterfully wove theory and research into practical and applied examples for her students. Additionally, she was thoughtful and deliberate in her delivery of the content and maintained an engaging environment throughout the lesson. Finally, it was very clear that providing an inclusive environment is one of her priorities as a professor. This was evident in the free flowing discussion that was embodied throughout the class period.

/aw



October 25, 2017

Dear colleagues,

In Fall 2017 I visited Dr. Angela Gist-Mackey's class COMS 410 Micro-Level Organizational Communication. It was my third visit to the course. The previous visits took place in other years on days when Dr. Gist-Mackey's students lead panel discussions. Those visits enabled me to see the learning of Dr. Gist-Mackey's students as they used principles of organizational communication to interview people from outside of the university community who are communication professionals. The Fall 2017 classroom visit enabled me to see the in-class activities that Dr. Gist-Mackey uses to help students define and apply concepts in communication studies.

The topic of the day's class meeting was social class and organizational communication. The format for the class meeting was lecturing for about thirty minutes and then having a variety of small group activities that asked students to apply the lecture material. Dr. Gist-Mackey covered concepts for analyzing social class, connected the concepts to communication, and discussed networking as a way of managing inequality. The material she covered was based on assigned readings as well as on her own and others' research.

Command of subject matter

Dr. Gist-Mackey shared with the class that her research centers on social class and organizational communication. Throughout the class meeting she discussed her current research projects. For example, she mentioned her recent study of first-generation college students; another study about expectations that hiring managers have for the communication skills of both blue- and white-collar workers; and another involving interviews with people on public assistance. She also referred to the research of others, such as a study showing that people in higher social classes coach children in communication strategies more so than people in lower social classes.

Dr. Gist-Mackey's discussions of research and other sources of information supplemented the textbook information. For example, during the lecture portion of the class meeting, she covered the definition of social class as a social construction. To illustrate that point, she mentioned that in the interviews she has conducted for her research, even people below the poverty line described themselves as middle class. She also defined key social class concepts

including “ascription” and “achievement”; the “3 P’s”: property, power, prestige; and forms of capital including economic, cultural, and social. She connected the concepts to work and to news stories from CNN and the *New York Times*. She provided examples of how language and communication are classed. Dr. Gist-Mackey’s ability to bring her own and others’ research findings, as well as relevant material from substantial news sources, into the undergraduate classroom is exemplary.

Effective communication

Dr. Gist-Mackey’s communication with students in the classroom was effective. She began the class meeting with a clear account of the reading and assignment for the next class meeting and of the day’s agenda. In addition, I sat in the back of the classroom and could see the screens of many students’ laptops. They were taking notes on the slides that Dr. Gist-Mackey was using during her lecture. She distributed them before the class meeting so students already had a clear idea of what to listen for during the lecture portion of the class meeting. She concluded that portion of the class meeting with a summary and asked if anyone had questions.

It was clear that Dr. Gist-Mackey had established an excellent rapport with her students. For example, as soon as she asked students for examples of prestige professions, students responded immediately. The same was true when she asked for examples of how professionalism is classed (e.g., assumptions about what professional people wear), and when she asked for answers to discussion questions. There was no need for her to demonstrate her skill in waiting out a long period of silence for an answer. Students were clearly engaged in answering well-formulated questions. In addition, during small group discussions, Dr. Gist-Mackey circulated among the groups to see how students were responding to the discussion questions, and used those interactions as an opportunity to connect their responses to material they had read about earlier in the semester.

Dr. Gist-Mackey also used different media to engage students in the material. In addition to lecturing about concepts and orally providing examples, she showed a video of a CNN report on the racial wealth gap to vividly illustrate how race intersects with social class and the role systemic factors play in people’s experiences. In addition, she distributed a copy of a *New York Times* article that addressed the question of whether education plays much of a role as a social class equalizer. Together the class read selections from the article that provided statistics showing correlations between high test scores and high income, and low scores and low income.

Perhaps the best measure of Dr. Gist-Mackey's effective communication was the students' ability to talk about concepts in the discussion portion of the class meeting. Dr. Gist-Mackey asked students to watch a video from "Undercover Boss" and to note markers of social class for the CEO and blue-collar workers in stores and distribution centers, as well as what students noticed about their communication, and how social class impacted their lives and well-being. The video engaged the students, and students could speak fluently about social class and communication in the organizational context presented in the video.

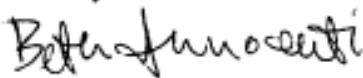
Commitment to student learning

Dr. Gist-Mackey's commitment to student learning was clear in several ways. For example, Dr. Gist-Mackey's commitment to deep learning was clear as she gave a student an opportunity to make an announcement about an event at KU that focused on using communication to address some of the deep disagreements in the nation—e.g., extrajudicial racial violence. In addition, Dr. Gist-Mackey announced that one of the class meetings would take place at the KU "Tunnel of Oppression"—an important way for students to continue thinking about experiences of marginalized people. Certainly she is making special efforts to engage students in material and help them to see concepts from the class in action.

Dr. Gist-Mackey also made special efforts to engage students in reflecting upon their own experiences. She used examples of markers of social class status that students would be familiar with, such as their level of education, where they live, and what they own. She also used examples of "capital" (e.g., economic, cultural) that students could accrue if they studied abroad. She asked students to write their "money stories," or what messages they have received about money during their lifetime. Students worked with a partner to compare money messages and think about how the messages influenced their relationship with work. Dr. Gist-Mackey's commitment to deep student learning is clear from the number and variety of efforts she makes to help students connect course material to their lives and experiences.

In short, Dr. Gist-Mackey is an outstanding teacher-scholar.

Sincerely,



Beth Innocenti
Professor



Advisory Committee
 Communication Studies
 November 21, 2017

Dear Advisory Committee,

On Thursday, November 21st, I observed Dr. Angela Gist-Mackey present a lecture and lead a discussion in her 930 – Seminar in Organizational Communication: Organizing Identity, Identification, and Stigma. This is the first time I observed Dr. Gist-Mackey’s teaching. I previously carried informal conversations with Dr. Gist-Mackey about our courses as I teach a graduate seminar on communication and intergroup relations, of which social identity is a big part (as it is reflected in and shapes the communication processes in various contexts). Today’s topic is on Social Identity and Ability. This is an interesting topic that I am familiar with. I have previously directed Gaby Byrd’s MA thesis on intergroup contact, stigma, and attitudes toward individuals with an invisible disability. We have later presented two papers on similar topics at an international and a national conference. Currently, we have a manuscript on disability and communication in journal review. Thus, I am in a good position to comment on Dr. Gist-Mackey’s performance in the classroom today.

The annual conference of the National Communication Association was held in Dallas in the prior week before the class. In class today, Dr. Gist-Mackey began by asking those who attended the conferences about how NCA went. A graduate student (Greta Underhill) commented on attending the Disability Caucus at NCA. Following that Dr. Gist-Mackey mentioned about next week’s class agenda, and asked questions about material from the previous class and identity theories that are relevant to the study of “disability” as a way of setting up her discussion of disability, stigma, and communication. In the discussion process, she focused on the nature of expectations in shaping communication processes, how ability is social constructed, and then moved on to discuss the importance of making judgment about communication processes, which could be influenced by many variables such as norms and power and the communication situation. She then discussed two specific models of disability, the Medical Model and the Social Model to illustrate the fundamental differences in the construction of disability represented by the two models – drawing a distinction between positively and negatively constructed norms and expectation, as a disease that should be treated in the former or as a social phenomenon that could be learned, relearned, and renegotiated. In this section of the class, she drew distinctions between in- and out-group stereotypes and warned in particular of dangers of out-group stereotyping. She also emphasized the importance of using person-centered language in referring to disability. Furthermore, she explained characteristics of stereotypes, media representation of disability, special education programs, American Disability Association (ADA) policies, and the intersection of Ethnicity and Disability, each of which is important in understanding the dynamic interplay between stigma/identity, communication, and institutional policy.

Dr. Gist-Mackey is extremely well-prepared and organized. My judgment of the class is that it was a well-designed and very successful class session. Syllabus, assignments, class handouts were well-constructed, comprehensive, and easy to follow. She did a great job of using class reading materials as a launching off point for providing examples and explanation, thus encouraging students to express their opinions and take detailed notes. At the beginning of the class, she reminded the students of the previous discussion over stigma and then did a good job of involving students. She effectively used relevant examples to set up discussion of the topics covered and got the students involved. There were 11 students present today (2 Skyped in). When I arrived in the classroom, Dr. Gist-Mackey had Skype pulled up on the projector/screen and was ready to begin promptly at 4:30pm. She commanded control of the classroom using a professional yet friendly tone and I was impressed that she effortlessly and effectively related to each student and they were very comfortable asking questions and expressing their views in the class.

Dr. Gist-Mackey is both a great lecturer and equally excellent at leading a class discussion. She clearly explained each of the concepts and then added examples from her own experience or previous comments of students in the class. For example, she cited examples from Color Magazine Online and Tools that could be used to deal with Microaggressions (i.e., Tool: Interrupting Microaggression). Clearly, she is totally on top of the material, making it possible for her to focus on the reaction of the class in adapting her lecture or answering questions. I was particularly impressed with her discussion of stereotyping and stigma where she both described what the literature identifies as the dimensions of the concept, but also strongly emphasized the danger that stereotyping will lead to unfair judgments or actions about an individual who has visible or invisible disability or group. She ended the class with a critical question for the students to think about before the next class session (i.e., the juxtaposition of age and disability). I thought that was a really good strategy for both helping them prepare for the next class and also getting them to think about the importance of the concepts covered in the class. The atmosphere Dr. Gist-Mackey created was extremely supportive to learning and very student-centered, which is so valued at KU in general. She used smooth transitions throughout the discussion section and ultimately managed her time effectively. It was apparent the students respected her position in the classroom. It was also evident that she had built solid rapport with her students (many of whom, more than half of the class, are new graduate students) by this point in the semester. She recognized when to appropriately push back and further probe students' comments and when to move on. Dr. Gist Mackey is so good at providing critical feedback to students in a nonthreatening manner.

Overall, Dr. Gist-Mackey did an excellent job in class. My review of the syllabus, class assignments, and class handouts used today is also very positive. Dr. Gist-Mackey is extremely organized and of course a great scholar focused on organizational communication. As my expertise is in interpersonal, intercultural, and intergroup communication, I find Dr. Gist-Mackey course useful to graduate students in multiple areas. Give her teaching today that makes it obvious that Dr. Gist-Mackey is truly an outstanding teacher.

Sincerely,

Yan Bing Zhang, Professor



To: Dr. Jay Childers
Chair

From: Dr. Alesia Woszidlo

RE: Teaching Evaluation for Dr. Angela Gist-Mackey

This summary represents my teaching evaluation of Dr. Angela Gist-Mackey on November 21, 2019. I invited Angela to guest lecture on Qualitative Research Methods in my graduate seminar, COMS 852: Behavioral and Social Scientific Methods. Nine M.A. and Ph.D. students were in attendance. I would like to address three topic areas in my evaluation of Dr. Gist-Mackey: a) her command of the subject; b) her ability to structure and manage the lesson plan; and c) her effectiveness in using instructional communication.

a) Command of subject

I invited Dr. Gist-Mackey to deliver a lecture on qualitative research methods with an emphasis on ethnography. Overall, she demonstrated excellent command of the subject and was able to establish credibility by discussing the content in theoretical, practical, and personal ways. Being able to talk about the content from all of these vantage points resulted in an invaluable learning experience for the students. This class was comprised of first year graduate students who were still trying to identify their research interests and metatheoretical approaches to research. Dr. Gist-Mackey's approach gave students a comprehensive understanding of ethnography as a method of qualitative research. She shared content from multiple sources (e.g., textbooks and scholarly articles), discussed some exemplary ethnographic books, and incorporated activities and personal examples when appropriate. For example, when discussing the process of data analysis, she did so by effectively incorporating an activity that was not only informative but also practical and hands on. She asked students to identify themes from three different types of ethnographic data (i.e., observation, text/document, and interview). Afterward, she debriefed the students and fielded questions. She always made sure to provide context for her answers using extant literature and personal examples of best practice for support. In fact, she shared many documents with the students that she had personally designed and/or used for research purposes so they could use them as templates.

b) Ability to structure and manage the lesson plan

Dr. Gist-Mackey's preparation for the lecture started months in advance. Not only did she share relevant readings that she wanted the class to read prior to her lecture, she also inquired about the students' knowledge base and makeup of the class (e.g., number of students, research interests, etc.) so she could prepare accordingly. She arrived to class early and had everything prepared and cued. At the beginning of class, she provided an overview of the lecture agenda. Her lecture

was supplemented with a PowerPoint presentation, handouts, activities, and a video. She had a perfect balance of lecture, discussion, and activities. All of these elements are crucial for a methods course as they tap different ways of thinking critically about the content and allow for better comprehension. Furthermore, the class was engaging from start to finish because all of these elements were integrated intentionally throughout the 2.5 hour lecture.

c) Effectiveness in using instructional communication

Dr. Gist-Mackey's passion for qualitative methods was evident and her energy was contagious. She skillfully introduced new and somewhat difficult information in a way that was comprehensive and understandable. Through sharing her personal experiences, she made the research process sound less daunting. Furthermore, her ability to generate discussion with students using the appropriate terminology was impressive. I could tell students felt confident and comfortable discussing the course material by the questions they asked and nonverbal feedback they provided. Dr. Gist-Mackey's pace was effective and she easily recognized when more time was needed to discuss certain concepts. Additionally, she was adept at bringing all voices to the table to make it a truly participatory experience. She showed curiosity and interest in students' research ideas and encouraged them to reach out should they ever need guidance or resources. In sum, she modeled outstanding instructional communication.

I have now had the opportunity to evaluate Dr. Gist-Mackey's teaching in both an undergraduate class (Fall 2016) and graduate seminar. Although both classes were very different (e.g., undergraduate and graduate, different topics, different class sizes), I observed several consistent themes. First, Dr. Gist-Mackey has an ability to create a learning environment that honors civility and inclusion. She encourages discourse and the sharing of experiences, and does so in a professional and respectful manner. Second, she has a natural ability to make connections with her students and build rapport. Dr. Gist-Mackey makes her students feel heard, seen, and important. Last, she is incredibly conscientious of her audience with regard to the creation and delivery of course material. This is evident in the thoughtful preparation of each lecture and her ability to meet the class objectives in effective and meaningful ways.

In sum, it is my evaluation that Dr. Gist-Mackey has mastered instructional aspects of content knowledge, application, and presentation style. What she brings to the classroom is a depth of knowledge founded on theory and practice, a deep commitment to creating key learning moments for students, and authentic enthusiasm about the learning process.

/aw

University of Missouri, Department of Communication

Additional Training Note: Writing Intensive Workshops for Faculty and Graduate Teaching Assistants, Campus Writing Program, January, 2013

Quantitative Evaluation Scores

	Number of sections	Semester Enrollment	Overall instructor taught effectively*	Instructor was interested in student learning*
COMM 1200 Public Speaking: Fall 2009	2	49	3.6	3.7
COMM 1200 Public Speaking: Spring 2010	2	48	3.75	3.85
COMM 1200 Public Speaking: Summer 2010	1	20	3.70	3.80
COMM 1200 Public Speaking: Fall 2010	2	49	3.70	3.80
COMM 3050 Survey of Communication Studies: Spring 2011	2	39	3.75	3.80
COMM 1200 Public Speaking: Summer 2011	1	16	3.80	3.80
COMM 3050 Survey of Communication Studies: Fall 2011	2	40	3.80	3.85
COMM 1200 Public Speaking: Spring 2012	1	25	3.8	3.7
COMM 4476 Organizational Communication: Spring 2012	1	27	3.9	3.9
COMM 1200 Public Speaking: Fall 2012	1	25	3.7	3.8
COMM 3575 Business and Professional Communication: Fall 2012	1	26	3.8	3.9
COMM 1200 Honors Public Speaking: Spring 2013	1	25	3.9	4.0
COMM 4476 Organizational Communication: Spring 2013	1	24	3.8	4.0

**Values represent mean scores based on a scale of 1-4, with 4 representing the highest value.*

Sample Qualitative Student ResponsesPublic Speaking – Multiple Semesters 2010-2013 - (Traditional/Business/Honors Sections/Graduate Instructor)

- I thought the in class activities were great along with the examples provided and the speeches we did. I like how you taught and then applied it. I wouldn't make any changes.
- The high involvement, it was not just a lecture class but group activities which helped increase learning.
- The teacher has PowerPoints ready and explained each point in clear detail. She is a fantastic teacher and has helped me so much, especially with my learning disability! She is very helpful. No teacher has ever taken that initiative for me. I appreciate her.
- She explained the information well. Ms. Gist also made everyone feel comfortable when giving speeches.
- I also loved how comfortable of an atmosphere our class held. I really enjoyed the discussions and I feel like I got a lot out of them.
- The teacher was a great representation of a strong business professional. She is very knowledgeable and I felt confident when I was being taught.
- The PowerPoint lectures were descriptive and taught me a lot. Also, Ms. Gist's extraordinary knowledge and experience showed through her teaching.
- I felt like she understood our fears coming into this course.
- I enjoyed the class a lot. I felt I grew as a speaker and felt I was graded fairly on my speeches.
- The course was well taught with good organization, clarity, and enthusiasm. I loved Ms. Gist and thank her.

Survey of Communication Studies - Spring & Fall 2011 - (Large Lecture, Writing Intensive/Teaching Assistant)

- She was super friendly, easy to approach, honest, straightforward and knowledgeable.
- You are extremely approachable and make the ideas learned in lecture a lot simpler, which is very helpful. Usually I would not look forward to class on a Friday at 10am but I enjoyed yours.
- Did a great job explaining what we talked about in large lecture, but in more simple terms. Friendly and one of the most understanding and fair teachers I've had in my four years.
- Great feedback on writing assignments. Always willing to help and give alternate explanations.
- The use of technology was great. There was much enthusiasm and the information for the course was presented with much knowledge.
- I really liked how Angela related to the theories personally with us. She was easy to understand, work with and very knowledgeable. One of my best TAs while at MU.

Organizational Communication - Spring 2012 – (Graduate Instructor)

- The examples and video clips were very relevant to the concepts we learned in class. They helped me understand those concepts a lot better. I really enjoyed this class and did take a lot away with me.
- All of it was excellent. Lovely personality/hilarious/personable, exceptional knowledge, clear expectations, great use of media, liked the assignments. Wish I wasn't graduating so I could take again!
- I love your incorporation of social justice and cultural awareness into the course. These skills are needed and Difference Matters was a great choice. Very well organized and enthusiastic and high energy. This was a class I looked forward to attending.
- Angela cared about students future. She did a good job applying course info to the real world. She gave us news about internship opportunities, which were helpful and thoughtful of her. I also liked the guest presentations. Very interesting.

Organizational Communication - Spring 2013 – (Graduate Instructor)

- Angela was always well organized and energetic for class. I could tell she was passionate about the material and cared about our education.
- I really enjoyed all the real world examples. The class was not what I expected, difficult at times, but it has easily become one of my favorite classes I've ever taken. I found it useful and will use it in the real world.
- Angela is my favorite teaching I've had in all my years at college. She is very knowledgeable and accessible. She demands a lot but also gives a lot of herself to the class.
- I really enjoyed the ethnography project. I felt it gave a much more interesting approach to learning.

Business & Professional Communication - Fall 2012 – (Graduate Instructor)

- Felt like all the assignments were very relevant and helpful. Prepared us for the real world.
- My favorite thing about this course was you as an instructor. I appreciated being taken seriously and treated with respect. Fantastic instruction and classroom environment. Thank you!
- Angela's business experience makes lectures engaging but also highly effective.
- Angela was great at giving constructive feedback. She chose great books to read – they were very useful!

UNIVERSITY *of* MISSOURI

COLLEGE OF ARTS AND SCIENCE
DEPARTMENT OF COMMUNICATION

October 24, 2011

Angela: You did a great job today with the Organizational Culture lecture. I thought your discussion and slides were well organized -- great enthusiasm in presenting -- and you did a very good job with the allotted time (which I constantly struggle with).

Your slides contained a nice mix of visual and verbal info (and your verbal illustrations and visual examples demonstrated the points you were making very well). Your slides were not at all too wordy (which is something else I struggle with).

I liked your movement in the slides (the way the slides would transition one to another); and you also did a very good job of movement, covering both sides of the lecture hall.

I could tell by their note-taking and also their responses to your questions that students were engaged in the lecture. The clips were both entertaining and informative (too bad they loaded slowly, but you dealt with this just fine . . . technology always seems to throw us a curve while we're teaching).

Even though you got rushed a bit toward the end, you got everything in just as students were leaving. If you were going to cover this material over a couple of class periods, you might actually do the Ethnographic Method sub-section as a follow to your overall intro to org culture and culture communicative performance.

Overall, an excellent job!

--MSM

Mitchell S. McKinney
Associate Professor
Director of Graduate Studies
Department of Communication
University of Missouri
573-882-9230

SAMPLE TEACHING MATERIALS**Sample Syllabus - #1**

**Organizational Communication – COMM 4476
12:30-1:45 p.m. Tuesday and Thursday
Strickland Hall, Room 311**

Angela N. Gist

Office: Switzler 007A - Main Office Phone: 573.882.4431

E-mail: angela.gist@mizzou.edu

Office Hours: Tuesdays & Thursdays 9am-11am

Ideas that guide our work:

George Cheney, an organizational communication scholar, once posed the following question, “*What if we were to make organizations more for people?*” This question will be a guiding question for this course as we explore the communication issues and processes that make organizations work for (and against) people and help them create particular identities.

Communication creates organizations, and organizations create communication. This course suggests that organizations affect and are affected by all aspects of modern life, often in subtle and unnoticed ways. By studying the relationships among individuals, organizations, organizing, and communication we become more aware of these influences, going beyond taken-for-granted stances toward organizations, and we can use this awareness to guide us in navigating our organizational lives. To assist in building this awareness, we will make many applications of these organizational communication theories to our everyday experiences. This theory-based course is designed to help you develop a communicative framework for understanding our organizational life.

What you can accomplish through diligent work in this course:

- You will develop a communicative lens in order to interpret your own organizational life.
- You will know major points in the history of organizational communication and work.
- You will be able to ask questions about organizations and organizational communication from functional, interpretive/cultural, and critical perspectives.
- You will be able to identify communication issues occurring in your organizational life.
- You will be able to use a variety of theories to explain and critique the enactment and consequences of organizational and individual actions within organizational contexts.

Required materials that assist you in accomplishing the above:

1. Miller, K. (2012) *Organizational Communication: Approaches and Processes*. Sixth Edition. Boston, MA: Wadsworth Cengage Learning.
2. Allen, B. J. (2011). *Difference matters: Communicating social identity*. Second Edition. Long Grove, IL: Waveland Press, Inc.
3. Online Readings (to be posted on Blackboard)
4. StrengthsQuest -- personal strengths assessment \$15 (student price)*

**StrengthsQuest is pretty fun. You will need to go to the MU Career Center to pay for and complete StrengthsQuest with a Career Specialist. They accept cash, check, and student charge. Participants should allot around 45 minutes to an hour to take StrengthsQuest and discuss their results with a Career Specialists. This is a walk-in service, and individuals are welcome to come by the MU Career Center Monday-Friday, 9:00 AM – 5:00 PM when school is in session. The MU Career Center is located in office 201 at the Student Success Center. You can contact the MU Career center by calling 573-882-6801 or e-mailing career@missouri.edu. Please inform them at the time of your appointment that you are taking StrengthsQuest for this class.*

You must purchase and take the StrengthsQuest assessment anytime between today and March 7, 2012. If you have already taken StrengthsQuest, please access your results and bring them to class. We will be discussing your results in class during the week of March 8.

COURSE POLICIES

Attendance:

You should be here for every class session. Class attendance is closely associated with learning and therefore your grade. Therefore attendance is taken every day. You are responsible for your own attendance and keeping up with readings. If you miss a day, get notes from a colleague and then drop by my office hours if you have questions. If you miss class because of illness or an unexpected emergency, you must contact me within 24 hours of your absence either by e-mail or phone and provide written documentation of your excuse within one week of your absence in order for me to determine whether you will be allowed to make up any missed exams. Absences will impact your participation grade.

However, in all but the most extreme cases, major assignments (journals or papers) will still be due. Do not assume that because you become ill the day something is due that you automatically will be granted an extension. In the case of extenuating circumstances or extended absences, you and I must both agree that you had no choice but to miss a deadline before any exception is made.

If you have a job interview or know in advance that you must miss class for a university related activity (e.g. athletic event, academic competition), you must notify me in writing at least one class session before you will miss class. In these cases, you are required to make up the work/submit any assignments before your absence. Please plan ahead.

Reading:

You should read all of the readings. Assigned readings appear on the syllabus, and should be completed before coming to class on the specified dates. Underline/highlight, and take notes in the margins or in typed up notes as you read. The bulk of class time will be spent in critical discussion of key concepts appearing in the readings, or activities that assume basic understanding of the concepts, so it is essential that you read carefully and critically. After reading, you should develop your own stance on each theory/perspective. You should not only be concerned with what “author x” says about the theory but also what you think of it—and what you can DO with it as a student of human communication.

Assignments:

All assignments are due by the beginning of class. *No late work will be accepted. Part of being organized is leaving a cushion in your plan for the unexpected issues, such as a printer malfunction. Don't let a simple problems keep you from passing this class.*

All assignments must be typed in double-spaced, 12-point Times Roman font, with 1 inch margins. All assignments must be stapled. Work that does not follow this format will not be accepted. Please note that I will not accept emailed or usb-drive submissions of your work unless we make prior, specific arrangements. Please keep back-up copies of all written work. There are no quiz, exam, presentation, or paper make-ups.

Contributions to classroom environment and classroom guidelines:

Make positive, respectful contributions. The nature of the course--not to mention the communication process itself--requires active, informed, respectful contributions. Of course, one has to be present in order to participate. However, attendance does not equal participation, and participation does not equal a contribution. Come prepared and willing to engage others' ideas—as well as your own. We will often use in-class exercises to illustrate principles so your absence will deprive you of this material, and therefore cannot be made up at a later date. You learn about communication best by communicating with others, actively and vigorously.

It is my hope that the majority of class meetings will be discussions in which we collectively grapple with course material. Be respectful. You may not always agree with me or your fellow classmates during this class – yet it is our responsibility as students to always remain respectful to everyone, especially during class discussion. Ask questions about the things you do not understand! We can all learn from each other. To this end, I am asking for your active and informed contributions. *You should come to class each day PREPARED to discuss critically the material listed on the schedule for that day.* Furthermore, “contributions” that derail class discussion, disrespect others, and/or demonstrate you have not prepared for class will negatively affect your grade. Your contribution grade is a subjective assessment in which I evaluate the quality, not quantity, of your participation and contributions to the class. In short, your contribution grade is earned—not assumed.

Quality contribution does not include arriving late, surfing the internet, texting, doing sudoku, talking with friends, or listening to your MP3 player. Although I get that it might not be the message you intend to send, I and many of your peers will “receive” such nonverbals as an indication that you do not respect the classroom and the individuals in it. Since we aim for a respectful classroom environment, you will be required to leave class for the day if you are engaging in this behavior.

I know that this class is near lunch time. Therefore, you are allowed to eat and drink. Yet, the foods you select must not make noise (no crunchy foods) or be distracting in any way.

Recording of Classroom Discussion/Lecture

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video

recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Plagiarism:

Don't. You are expected to do your own work. Please remember that you must give credit to sources whether you are quoting or paraphrasing ideas presented in articles, books, etc. Always ask me first if you have questions. Plagiarism and cheating (e.g., using someone else's paper, having access to quiz or test questions prior to the testing session, copying something published elsewhere, reusing your own work from another class) will result in failure of the course.

Special Accommodations:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Other Tips for enjoying the course:

1. This is not a powerpoint-driven, sit quietly in the back, kind of class. This is a dive-in and work hard mentally, kind of class.
2. If you are dozing off, please feel free to get up and get some water; that will be less distracting to all of us than waiting to see if your head will hit the desk.
3. I am very affected by your nonverbals, so when you frown, I typically stop to see where I lost you, how I can help you learn more, etc. But if you have a good poker face, then flag me down when you need me to explain something in a different way.
4. Be professional and ethical in your behavior and attitudes. Excuses, lying, plagiarizing, laziness, regular tardiness etc. have no place in a 4000-level college seminar. Violating these basic standards of behavior = being dropped from the class at minimum.

How we can tell how well you are meeting the course goals:

Grades are earned, not given a curve, or rounded up. Grades are a product of your ability and performance, not just effort. Trying really hard is commendable, but trying does not guarantee an A. Remember Yoda "Do or do not, there is no try". If you wish to earn a particular grade then make sure that your effort and performances match your goal. An average grade is a 'C.' I do not discuss grades via email. If you wish to discuss a grade you may talk with me during an appointment in my office.

Your course grade will be based upon the following scores:

Journals (evaluated twice)	20%
First Critical Incident Paper	15%
Second Cultural Analysis Paper	15%
Midterm Exam	15%
Final Exam	15%
Class Contributions	15%
Final Presentation	5%

TOTAL	100%

Organizational Experience – Ethnographic Field Research

Each of you will be asked to select an organization to use as your communication lab this semester. This organization can be your workplace; your local church; an organization in which you are volunteering; one in which you would like to begin an internship, or an organization in the field you hope to pursue after graduation, etc. (Campus organizations are generally not allowed, but if you have a special opportunity you may propose a reason why you think you should be granted an exception).

You will conduct observations and interviews in this organization throughout the semester and participate in any way that you can: watch, listen, ask questions, and take notes. The purpose of this experience is to be of service to an organization, to translate the theoretical material that we are studying to actual experience, and to use the field notes that you will collect as material for class discussion and your written projects.

Journals

You will be required to keep a field notes journal about your experience in your organization and in this class. These observations serve several purposes. First, they will provide the opportunity for you to apply course concepts to actual organizational contexts. Second, they will provide you a basis for exploring your vocational future – giving you a basis for understanding what type of organization fits your talents, interests and potentials. Finally, your observations should help you begin to formulate a sense of who you will be as an organizational member and how you might work to be a change agent, creating an organization that is “more for people.”

Your journal entries will include detailed descriptions of what you observe, your reactions to these observations, your interpretation of these observations, and your analysis of these incidents. You will also submit a log of hours each time you submit your journal. You will submit the journal 2 times during the semester for feedback. Journals will be evaluated based upon clarity and depth of descriptions, level of insight in reactions and depth of analysis and connection to course concepts and ideas. More details will be provided in class.

Critical Incident/Cultural Analysis Reflection Papers

Throughout the semester, you will write 2 analytical papers that expand on a topics found in your journals. Each paper is worth 15%. The papers will be short, tightly edited (2 – 3 pages) reflections on your organizational experience as it relates to class content and discussion. The first paper will analyze a particular incident within the organization that you observe within your first several weeks of observation. The second paper will be your ethnographic account and analysis of the organization’s culture as a whole. Both papers should use at least one

organizational theories we've learned this semester to analyze your subject matter and explain what is happening within your organization.

Exams

We will have 2 exams over the course of the semester. Question format may include multiple choice, fill in the blank, short answer questions, and short essays. The exams will cover all assigned readings, class activities, and discussion. Please note that while I will provide information about the format and basic areas of coverage of each exam in advance, I will not provide a detailed review sheet. You should take notes over readings and during class meetings to prepare yourself for the exams. The final exam is not cumulative and will only cover material covered since the midterm exam.

Project Presentation

This assignment will give you an opportunity to share your research. I'd like you to provide an overview of your organization, one of the incidents addressed in your critical incident/reflection paper, a review of your interviews, and an analysis of you learned as it relates to the reading/theories you've learned this semester.

Tentative Schedule:

On the following page there is a tentative schedule for the semester. To allow for the best possible class, it is important that we remain flexible. As the course develops, I may make changes to this schedule to better accommodate our needs and interests. Course readings should be completed before the day they are listed in the assignment column and will be discussed on that day in class.

Spring 2013 - Tentative Course Schedule			
Week	Date	Reading Assignment Due	Assignment Due Date
Week 1	Jan. 17 – Tues	Introduction to Course & Ethnography	
	Jan. 19 – Thurs	Miller Chapter 1	
Week 2	Jan. 24 – Tues	Miller Chapter 2 – Challenges & Classical Approaches	
	Jan. 26 – Thurs	Miller Chapter 2 – Challenges & Classical Approaches – cont'd	
Week 3	Jan. 31 – Tues	Miller Chapter 5 – Culture	
	Feb. 2 – Thurs	Ethnography of Communication (Reading on Blackboard)	Permission to Observe Organization Obtained
Week 4	Feb. 7 – Tues	Miller Chapter 3 – Human Relations & Human Resources Approaches	
	Feb. 9 – Thurs	Miller Chapter 4 – Systems Approaches	
Week 5	Feb. 14 – Tues	Miller Chapter 6 – Critical Approaches	
	Feb. 16 – Thurs	Miller Chapter 7 – Assimilation Processes	
Week 6	Feb. 21 – Tues	Miller Chapter 10 – Organizational Change & Leadership Processes	First Journal Entries
	Feb. 23 – Thurs	Miller Chapter 11 – Process of Emotion in the Workplace	
Week 7	Feb. 28 – Tues	Miller Chapter 13 – Technological Processes	
	Mar. 1 – Thurs	Miller Chapter 14 – The Changing Landscape of the Organization	Critical Incident Paper
Week 8	Mar. 6 – Tues	MIDTERM EXAM	
	Mar. 8 – Thurs	Miller Chapter 12 – Organizational Diversity Processes	StrengthsQuest
Week 9	Mar. 13 – Tues	Allen Chapter 1 – Difference Matters	
	Mar. 15 – Thurs	Allen Chapter 2 – Power Matters	
Week 10	Mar. 20 – Tues	Allen Chapter 3 – Gender	
	Mar. 22 – Thurs	Allen Chapter 4 Race	Second Journal Entries

Week 11	Mar. 27 – Tues	Spring Break	
	Mar. 29 – Thurs	Spring break	
Week 12	Apr. 2 – Tues.	Allen Chapter 5 Social Class	
	Apr. 5 – Thurs	Allen Chapter 6 Sexuality	
Week 13	Apr. 10 – Tues	Allen Chapter 7 Ability	
	Apr. 12 – Thurs	Allen Chapter 8 Age	
Week 14	Apr. 17 – Tues	Allen Chapter 9 Communicating Social Identity	Cultural Analysis Paper
	Apr. 19 – Thurs	Putting it All Together: In Class Activity	
Week 15	Apr. 24 – Tues	Putting it All Together: In Class Activity	
	Apr. 26 – Thurs	Final Project Presentations	Presentations
Week 16	May 1 – Tues	Final Project Presentations	Presentations
	May 3 – Thurs	Final Project Presentations	Presentations
	May 10 - Thurs	FINAL EXAM - Thursday, May 10, 12:30-2:30 p.m. – STRICKLAND 311	

NOTE: The syllabus and schedule are tentative and the instructor reserves the right to make changes at any time. Your presence in any future class period after the syllabus has been reviewed signifies that you agree to comply with all policies and procedures presented in the syllabus.

SAMPLE ASSIGNMENT

Organizational Ethnography Assignment

Purpose:

While many interesting and effective organizational communication studies have been conducted in laboratory settings, scholars generally agree that the most effective way to study people and their interactions is in the natural settings in which they occur. There are two major goals for your fieldwork this semester: 1) for you to be helpful to the organization you are observing and 2) for you to learn more about how people talk to each other to accomplish their tasks in real organizations, i.e. how communication works in an organization. Think of this as a real-world lab. Many students also find that this activity creates leads for future internships, references, and even job opportunities.

Requirements:

- 1) Select an organization to study this semester and then have your organizational selection choice approved by your instructor Tuesday Jan 24.
- 2) Return a completed organizational consent letter by February 2.
- 3) Complete 1 – 2 hours of observation each week of the semester for a minimum of **12 hours**. If you choose your workplace, 10 of your observation hours must take place when you are not working on the clock.
- 4) Keep a legible journal for all observations at the organization (turned in twice during semester).
- 5) Keep a log of hours at the organization (must be signed by someone at the organization).
- 6) Conduct **2 interviews** with different members of the organization. These interviews should be approximately 15 minutes in length. You should focus on the individual's role within the organization. Ask them about topics we have discussed in class. You should take notes and include these as separate entries in your journal. They do not count toward the 12 hours.
- 7) Share your experiences in class discussions.
- 8) Write **2 analytical reflection papers** on your observations that provide insight into the organization's communication and culture and use the theories covered in class.

Steps

I. Pick any off-campus organization to observe for 12 hours

- Examples: Restaurants, businesses, the library, homeless shelter, church, doctor's office, hospital.
- you must be able to take notes as you observe, which means if you work for the organization, you need to either be off the clock or have permission to take LOTS of notes while working.
- Sometimes you are observing publicly accessible communication practices, which does not require specific permission. If you are able to get behind the scenes, that is great, but be ethical... ask permission. I have a sample letter you can use to assist you in gaining permission.
- Pick times that you know will involve lots of communication to help you find a rich field for observation. (Orgs and times with more than 2 people interacting work best.)

2. Get Permission to be an organizational ethnography “intern”:

Gaining entry and permission to observe an organization can be challenging and seem a bit daunting. However, it can be done. Organizations can be a bit hesitant and be skeptical about being observed for fear that they are being scrutinized and evaluated. Here are a few thoughts and suggestions that should help you get in:

- Nonprofit organizations are generally grateful for the chance to work with interns
- Some students may choose an organization where they already work part time or as a volunteer. While this may seem more comfortable, keep in mind that you will need to take on a slightly different mindset as you transition from the role of participant to that of participant-*observer*.
- If you are opting for a company to which you have no official entrée, I have already constructed a general letter designed to introduce you and our project’s goals to the organization.
- Establish conditions of your work at the organization. You may need to reach agreement on the following issues:
 - Confidentiality (will you omit names of people and/or the organization?)
 - Does the organization want any feedback after you have completed your research or do they just want your help during your 12 hours?

3. Keep detailed field notes of your observations

Sometimes you will be able to take notes *AS* you observe and experience the organization. But sometimes you will be engaged in an activity that prevents this during your visit. Aim for a mixture of both experiences. When you can’t take notes as you go, you **MUST** leave yourself at least 30 minutes after the time in the organization to write down your notes. If you do not do this, you will not have the richness and accuracy that is vital to this process, and it will show in your field notes.

TIP: initial impressions are important:

- start with your senses (what do you smell, hear, feel, see...)
- note physical appearances (dress? Uniforms)
- nonverbal behavior (facial expressions, postures of people)
- Proxemics (physical layout of office, doors, cubicles, work done standing/sitting?)
- Language Behavior (formal, informal? topics? volume?)

TIP: look for symbols, corporate heroes, everyday practices, rites & rituals, vocabulary.

TIP: Divide notes pages into descriptions and evaluations (note connections to theories).

TIP: Avoid generalizing about people. (Ex. She’s rude) Instead, describe actions and talk in detail, then judge after you have lots of evidence in your notes.

TIP: See additional reading on Blackboard for help on how to engage in the field note process.

4. Conduct two interviews with members of the organization after you have done 5-6 hours of observations.

- The goal of these interviews is to enrich your understanding of the organization and its communication from the perspective of individual members. You should reread all of your field notes and use the interviews to help flesh out interesting and confusing incidents or processes that you have observed.
- Prepare a list of 5-10 open-ended questions to help you understand what you have observed in your field notes. Be flexible; ask detailed follow-up questions if they give you brief answers initially.
- Ask the person if they will sit down with you for **15 minutes** to do the interview. Find a time and location where the distractions will be minimal.
- Take very detailed notes on their answers. Your notes become part of your data. You will turn these notes in with your journal entries. These interviews do not count toward your 12 hour observation time.

5. For each reflection paper, focus on a particular incident or theme that stands out to you from your field notes.

Pay attention as you observe, looking for the focus of your paper. Try to make connections to the theories we've talked about in class. For example you might ask yourself questions like: 1) Are you seeing a bureaucratic communication structure emerge in your notes? 2) What values do you sense are upheld by this organization and its members? 3) How are members controlling others/being controlled?

6. Writing your papers on this organization's communicatively created culture.

The process:

- Read your field notes and see what strikes you about the organization and its communication.
- Make a communication theory-based claim about the organization's communication, culture, and practices. (Your THESIS)

Example: Disney employees' day to day communication practices reveal how two competing metaphors create conflict between employees and management.

Example: The organizational culture at Laser Heaven is characterized by a lack of trust between management and workers.

- For your first paper you should look for a particular critical incident or a recurring practice that says a lot about the organization's culture and supports your thesis.
- For your second paper you should try to capture the essence of your organization's culture. If you were to describe the personality of your organization how would you do so.

**** You will not include/reference ALL of your field notes in this paper****

The papers:

Your papers should be an argument for what you see happening in relation to course theories and ideas. Don't forget to include your bibliography. Proofread your papers. The essay will have 5 major areas. In your essay you should:

* Include an **introduction paragraph**. In this paragraph you should provide a brief introduction to the organization that you observed and then articulate your *central argument/thesis*. Don't forget to preview how you are organizing the rest of your paper at the end of this paragraph.

* **Explain the incident or theme** that you have chosen to focus on from your field notes. Describe this incident or theme in sufficient detail such that someone unfamiliar with the organization should be able to understand what you are describing. Provide us with quotes of what people said as much as possible. Note that the goal of ethnography is to offer the reader "thick description" of the culture under study.

* **Explain how this** incident or theme reveals key aspects of the organization's communication processes. This section of your essay should include two major areas (at least 2 separate paragraphs).

- First, **explain the theory** (or theories) that you believe is/are relevant to the example/incident you are focusing on. You should cite the textbook in this section where needed, but also use your own wording to explain the theory. Remember, you need to cite the textbook, readings, or lecture when you paraphrase or directly quote them during this discussion.

- Second, **explain how the theory is relevant to the example** you have chosen. Provide specific examples from the incident or theme and use terminology from the theory you have chosen. In other words: Analyze your incident or theme and discuss how it reveals the organization's communication processes.

* **Suggest** how relevant organizational actors or the overall organization can improve the communication and/or culture. Be specific with this discussion. In this section, explain how your suggestion agrees with, is not addressed by, or contradicts theories we have studied.

* Include a **Conclusion Paragraph**. In this section you should do two things. First, summarize the information in your essay. Second, provide some last thoughts about what you learned from this project.

Sample Syllabus - #2**Communication 3575: Business & Professional Communication****Room: Switzler 301****Day/Time: MWF 9:00am-9:50am**

Instructor: Angela N. Gist, MMC
Email: angwy6@mail.mizzou.edu
Office: Switzler Hall, Room 104
Office Hrs: Mon. & Wed. 11am-12pm
Mailbox: Switzler Hall, Room 108

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Required Materials:

Hamilton, C. (2011). *Communicating for results: A guide for business and the professions* (9th ed.). Boston, MA: Wadsworth.

Ryan, R. (2008). *60 Seconds and You're Hired!* New York: Penguin Books.

StrengthsQuest – MU career center personal strengths assessment \$15 (student price)

Mock Interview – MU career center activity \$4 (DVD recording)

Other supplemental documents will be made available to you via blackboard.

For those unfamiliar with APA documentation, you may find the following link helpful, as all citations will be required in this format: <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Description:

This course introduces students to a variety of types of communicative situations encountered in the workplace, and provides students with insight as to how to go about navigating their way through future workplace scenarios. This course also encourages students to learn and apply both written, nonverbal, and verbal communicative strategies and techniques that aid in effective interviewing, presentations, relationship development, and participating in professional life.

National surveys of business organizations highlight the value placed on effective communication skills including writing, listening, group participation, interpersonal communication, and public speaking.

Course Objectives:

1. Demonstrate interpersonal skills that contribute to achieving accuracy in interactions.
2. Create, organize, deliver, and evaluate professional presentations.
3. Develop and present professional, strategic communication to organizational stakeholders.
4. Use communication to improve overall happiness in work and social life.
5. Prepare an employment résumé and cover letter.
6. To gain basic competence and skills in organizational communication processes, and interviewing processes, structure, and question construction.
7. To have opportunities for performance in simulated and real interviews.
8. To gain experience and confidence in group presentations.
9. To develop abilities to assess interview performance.
10. Begin to prepare for a lifetime as successful communicators in business settings.

Course Policy:

- **Late work** will **NOT** be accepted.
- All **written assignments** must be **typed, printed, and stapled**.
- Presentations that are not given the day they are assigned may be given the following class for **half credit, if time allows**. Your instructor is **NOT** responsible for facilitating a make-up opportunity for missed presentations.
- **USE of Mobile Phones, Laptops, Tablets or other electronic devices** for any reason that is not related to work in this course will **NOT** be tolerated. The following policy will be enforced.
 1st offense: You will be verbally warned after the class is over.
 2nd offense: 3% deduction from final course grade (ex. An A- would become a B+)
 3rd offense and any others after that will continue to decrease your final grade 3% at a time
 (Ex. The B+ would now become a B, and so on and so forth)

Class Culture & Expectations:

Classroom activities and discussion require that you take responsibility for your learning by being prepared for class (doing careful reading of the assignments, completing assignments, conducting outside research when necessary, and posing relevant questions). You are expected to participate fully in class—critically evaluating reading, posing questions, being respectful and suggesting additional examples that contribute to the class. In this skills based class we learn from watching examples and sharing with each other.

A central component of this class is hands on learning – applying theory and practicing skills. As a result, classroom discussion and student collaboration are central to this course. You will be called upon to work with peers to provide feedback. I expect this feedback to be respectful, reflective, and constructive. The classroom must be a safe and supportive environment for people of various levels of experience. Disruptive talking during lectures, reading/working on other material, passing notes, or any other distracting and rude behavior will not be tolerated. Each member of the class is expected to conduct him/herself professionally. Never enter the classroom during an presentation session. Wait outside until the presentation has ended.

Reading:

You should read all of the readings. Assigned readings appear on the syllabus, and should be completed before coming to class on the specified dates. Underline/highlight, and take notes in the margins or in typed up notes as you read. Much of our class time will be spent in critical discussion of key concepts appearing in the readings, or activities that assume basic understanding of the concepts, so it is essential that you read carefully and critically. After reading, you should develop your own stance on each theory/perspective. You should not only be concerned with what “author x” says about the concepts but also what you think of it—and what you can DO with it as a student of human communication.

Academic Integrity Policy:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Academic Dishonesty includes but is not necessarily limited to the following:

- Cheating or knowingly assisting another student in committing an act of academic dishonesty.
- Plagiarism which includes but is not necessarily limited to submitting examinations, themes, reports, notes, or other material as one's own work when such work has been prepared by or copied from another person.
- Unauthorized possession of examinations or reserve library materials, or any other similar actions.
- Unauthorized changing of grades or markings on an examination or such change of any grade report.

Academic Integrity Pledge: *"I strive to uphold the University values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work."* Students are expected to adhere to this pledge on all graded work whether or not they are explicitly asked in advance to do so.

The University has specific academic dishonesty administrative [procedures](#). Although policy states that cases of academic dishonesty must be reported to the Office of the Provost for possible action, the instructor may assign a failing grade for the assignment or a failing grade for the course, or may adjust the grade as deemed appropriate. The instructor also may require the student to repeat the assignment or to perform additional assignments. In instances where academic integrity is in question, faculty, staff and students should refer to [Article VI of the Faculty Handbook](#). Article VI is also available in the [M-Book](#).

University of Missouri Notice of Nondiscrimination:

The University of Missouri System is an Equal Opportunity/Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, [Human Resource Services](#), University of Missouri-Columbia, 130 Heinkel Building, Columbia, Mo. 65211, (573) 882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

Intellectual Pluralism Statement:

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the [Office of Students Rights and Responsibilities](#) (<http://osrr.missouri.edu/>). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Special Accommodations:

If you anticipate learning/educational barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. *Please see me privately after class, or at my office.* To request academic accommodations (for example, a note taker, captioning, etc.), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Grievance Policy:

Information concerning student appeal procedures and non-academic grievances and appeals may be found in the student handbook.

Attendance:

Regular attendance and participation are basic expectations of college students and professionals. Attendance will be taken at every class period. When you miss class you miss important material, and you deny your classmates the opportunity to learn from contributions you might make to the day's events. This class relies heavily on student participation, including participation in class discussions, exercises, work sessions, and by providing an audience when classmates present. 150 points of your final grade will be based on class participation/attendance/quizzes. If you miss more than 6 class periods, you will receive 0 points out of 150 for this participation/attendance grade. Excused absences still count toward that total.

If you are late, see me at the end of the class period to have your presence counted. Just because you walk in late, it is not my job to keep track of you. Habitual tardiness over the course of the semester will be calculated as an absence. (3 tardies = 1 absence).

Professional Attire Policy:

The title of this course is Business and Professional Communication. Much of what you communicate to a manager or potential employer is done so through non-verbal communication. This can include your attire. For your in-class presentations and taped interviews, please dress professionally.

For men, acceptable attire includes a suit or shirt & tie, slacks, & a sport coat or blazer with dress shoes. For women, acceptable attire includes dresses, blouses, skirts, slacks/pants, or pants suits with dress shoes. Sandals, sneakers, denim, spandex, cargo pants, shorts, mini-skirts, capris, hats and any clothing that shows excessive skin or is excessively tight is **not** appropriate for men or women.

Advice for Success in this Course:

- Keep up with the readings.
- Coming to class having read and being familiar with the material will help you tremendously.
- Keep a running list of ideas, concepts, facts, & figures that you find interesting & potentially helpful.
- Keep a notepad and pen on your desk at all times.
- Get a quick start on assignments and do not procrastinate.
- Participate in daily discussion – ask questions, provide personal examples, listen attentively, etc.
- Check Blackboard daily, even if not prompted to do so.

Exam:

There will be two exams in this course. Questions will consist of a variety of application and higher-level questions, giving you an opportunity to demonstrate your reading comprehension and learning of course materials. While we will review briefly before each test, it will not be an extensive review, so please keep up with course material and ask questions as they arise.

Question format for exams will include multiple choice, fill in the blank, short answer questions, and short essays. The exams will cover all assigned readings, class activities, guest presentations and discussion. Please note that while I will provide information about the format and basic areas of coverage of each exam in advance, I will not provide a detailed review sheet. You should take notes over readings and during class meetings to prepare yourself for the exams.

Quizzes:

You should expect a quiz everyday there is an assigned reading. This is to ensure that everyone is keeping up with the readings. Quizzes will not be announced in advance and they will be given at the start of the class period. The lowest quiz score will be dropped. All other quizzes will count.

Grades:

It is the philosophy of the university and the instructor that for grades to be meaningful, a C should be average and high grades must be reserved for exceptional work. C's (not B's or A's) will be given for work that is acceptable and of average college level quality. The grade of C does not indicate any shortcoming, and may be the most common grade given. Grading will be done as follows:

C: Represents achievement that meets the course requirements in every respect. Although there is room for improvement, there is nothing wrong with work that receives a C.

B: Represents achievement that is significantly above the quality level necessary to meet course requirements. This work is very good, and indicates you've exceeded minimum expectations in some or many ways.

A: Represents achievement that is outstanding relative to the quality level necessary to meet course requirements. This work is superior in every respect, and stands out from the ordinary.

D: Represents achievement that is worthy of some credit even though it does not fully meet course requirements or expectations. There are some notable deficiencies in the quality of D work.

F: Represents performance that fails to meet the basic requirements or the assignment or shows other notable shortcomings.

Zero: Represents work that is never turned in or that has no relevance to the assignment (e.g., turning in an essay about birds and hoping your instructor won't notice.)

Your Final Grade Will Be Calculated As Follows:

A	930-1000	C	730-769
A-	900-929	C-	700-729
B+	870-899	D+	670-699
B	830-869	D	630-669
B-	800-829	D-	600-629
C+	770-799	F	599 or fewer points

Assignments:

Your graded assignments in this course are designed primarily to assist you in thinking about and researching your career options. You will be asked to *select a career area* and develop your graded assignments around this selected career. Detailed information will be provided later for some assignments.

Title	Points Possible	Percentage
Participation/Attendance/Quizzes/StrengthsQuest	150 points	15%
Career Exploration Interview & Report	100 points	10%
Job/Internship Description, Résumé & Cover Letter	100 points	10%
Mock Interview & Reflection Paper	150 points	15%
Career Recruitment Presentation	100 points	10%
Final Interview Portfolio (online & hard copy)	150 points	15%
Midterm	125 points	12.5%
Final Exam	125 points	12.5%
TOTAL POSSIBLE POINTS	1000 points	100%

Assignment Descriptions:1. Class Preparation & Participation (150 points)

Some of these points will be broken down and awarded **randomly** at different times during the course through various ways such as attendance, reading quizzes, worksheet assignments, small homework assignments, in-class activities, as well through your positive participation and

quality contributions made during class. The points awarded for these assignments are not automatic (i.e., just completing the exercise does not guarantee you full credit). These assignments cannot be made up. If you are not in class the day they are assigned or collected, you will receive no credit. I will not accept homework that is turned in by anyone other than you (the student earning the grade). Disruption of class will lower your participation points.

StrengthsQuest

StrengthsQuest is pretty fun. You will need to go to the MU Career Center to pay for and complete StrengthsQuest with a Career Specialist. They accept cash, check, and student charge. Participants should allot around 45 minutes to an hour to take StrengthsQuest and discuss their results with a Career Specialist. This is a walk-in service, and individuals are welcome to come by the MU Career Center Monday-Friday, 9:00 AM – 5:00 PM when school is in session. The MU Career Center is located in office 201 at the Student Success Center. You can contact the MU Career center by calling 573-882-6801 or e-mailing career@missouri.edu. Please inform them at the time of your appointment that you are taking StrengthsQuest for this class. The Career Center will give a guest presentation discussing your results in class.

2. Job Description, Résumé, and Cover Letter (100 points)

You will be responsible for locating an entry-level job or internship announcement that you are actually interested in pursuing and will apply for. You will bring in the description to class and then develop both a résumé and cover letter specifically for this position. Follow the written communication guidelines covered in class and in your reading.

3. Career Exploration Interview & Report (100 points)

You will select an individual who is currently employed in your chosen career or field. You will conduct a minimum of 30-minute interview designed to gather information about this individual's work in particular and career in general. The person you interview must work at an organization in the Columbia area so that you can meet in person. You will be required to submit a typed list of questions (an interview schedule/guide), a short summary of your interviewee's responses, and a brief reflection of what you took away from this experience. In your reflection you could share an example of something you learned, something that went well in this interview and something that was awkward or could have gone better. Be prepared to share the highlights of your interview with the class in an informal presentation.

4. Mock Interview (75 points)

The MU Career Center offers mock interviews on an appointment basis. Mock interviews are tailored to a particular position that you specify. You should complete this mock interview on the job description/internship for which you tailored your résumé and cover letter. Whether you are interviewing for a summer internship in public relations or a full-time, entry-level research position at a pharmaceutical company, the MU Career Center will tailor your experience so that it feels authentic.

Call the MU Career Center at (573) 882-6801 to request a mock interview. A Career Specialist will inform you of available appointment times. Please be aware that mock interviews are granted on a first-come, first-serve basis and, due to high demand, the schedule may be full for two or three weeks in advance. The career center will do their best to accommodate your request in a timely manner. Please share your name, major, and other specifications for your interview if

you have them. When you request your interview you should also request to have it recorded so that you can use the recording to complete your Mock Interview Reflection Paper Assignment.

Students are required to record their interview on a DVD. This is a very helpful tool that provides even greater insight into your interviewing abilities. In addition to the verbal and written feedback provided by Career Specialists, you will have the opportunity to watch your non-verbal communication and be able to refer back to questions and answers during the mock interview. Students may purchase a DVD for \$4.00 at the MU Career Center front desk when you arrive for your interview.

For more details, visit:

<http://career.missouri.edu/students/RésumésInterviews/interviewing/mockInterviews/?menu=student&expand=interview>

Schedule your interview by visiting: <http://www.genbook.com/bookings/slot/reservation/30185869>

5. Mock Interview Reflection Paper (75 points)

You will develop a two page-double spaced, paper that critiques your strengths and areas of improvement during your interview. Please address the following in your paper: a) your ability to persuasively speak about yourself as a job candidate and sell yourself to the interviewer, b) your ability to articulate your strengths and weaknesses, c) your ability to engage the interviewer in dialogue, d) your ability to articulate and provide illustrative examples from your previous experience, e) specific goals to improve your interview communication in the future.

6. Career Recruitment Presentation (100 points)

Either alone or with a partner, you will prepare and deliver a 5-7 minute persuasive presentation on a hiring organization of your choosing. After your presentation you should include a 2-3 minute Q&A session. You will be playing the role of recruiters at a job fair. This presentation should incorporate research that may be obtained from sources such as verbal interviews and/or secondary research (be sure to give credit orally). A typed presentation outline and APA style reference list will be submitted to the instructor on the day of your presentation. A PowerPoint is mandatory; a printed version of the PowerPoint will be turned in at the time of the presentation. You will need to include a slide at the end of your PowerPoint that will include a reference list.

7. Professional Interview Portfolio (150 points)

You will develop a professional interview portfolio. This portfolio will have both a hard copy and online component. This assignment is designed to serve as a practical aid you as you seek out future opportunities for full time employment or internships. This portfolio will be a professional supporting document that you'll develop for your future job search. It is my hope that this portfolio will grow and be continually developed as you progress in your academic and professional careers.

Tentative Schedule:

On the following page there is a tentative schedule for the semester. To allow for the best possible class, it is important that we remain flexible. As the course develops, I may make changes to this schedule to better accommodate our needs and interests. Course readings should be completed before the day they are listed in the assignment column and will be discussed on that day in class

TENTATIVE COURSE SCHEDULE

Date	Class Topic	Due In Class
Mon 8/20	Introduction to COMM 3575	
Wed 8/22	The Communication Process	Hamilton Chap. 1
Fri 8/24	Interview Communication: Basic Information for all types of Interviews	Hamilton Chap. 7
Mon 8/27	Interview Communication: The Employment Interview	Hamilton Chap. 8
Wed 8/29	Interview Communication: Why 60 Seconds?, 5 point Agenda, 60-Sec Sell	Ryan Chap. 1, 2, 3
Fri 8/31	Interview Communication: Hiring Trends, Interview Etiquette, Questions You Should Ask	Ryan Chap. 4,5,8
Mon 9/3	LABOR DAY HOLIDAY – NO CLASS	
Wed 9/5	Guest Speaker: Career Center Topic: StrengthsQuest Assessment	<i>StrengthsQuest</i>
Fri 9/7	Interview Communication: 60 Second Answers to Tough/Tricky Questions	Ryan Chap. 6
Mon 9/10	In-Class Interviewing Activity	
Wed 9/12	Interview Communication: Pitfalls to Avoid, Spotlight's on you, The	Ryan Chap 11-13
Fri 9/14	Interview Communication: Salary Questions, Negotiating the Best Deal	Ryan Chap 7, 9
Mon 9/17	In-Class Negotiation Activity	
Wed 9/19	Interview Communication: Types of Interviews, 60 Seconds & You're Hired!	Ryan Chap. 10, 14
Fri 9/21	Written Communication (Hamilton pages 405-425) Guest Speaker	Hamilton p.405-425
Mon 9/24	Informative Presentations	Hamilton Chap.
Wed 9/26	Researching Supporting and Delivering your Ideas	Hamilton Chap.
Fri 9/28	Professional Visual Aids	Hamilton Chap 13
Mon 10/1	<i>Informative Career Exploration</i>	<i>Career Exploration Interview</i>
Wed 10/3	<i>Informative Career Exploration</i>	
Fri 10/5	<i>Informative Career Exploration</i>	
Mon 10/8	Midterm Review	
Wed 10/10	Midterm Exam(Hamilton Chap. 1,7,8, 11,12,13, pages 405-425 & Ryan Chap 1-14)	
Fri 10/12	Guest Speaker – Career Center - Networking	
Mon 10/15	Guest Speaker: Kathy Bernard Topic: LinkedIn Social Networking	
Wed 10/17	Persuasive Presentations: Individual or Teams	Hamilton Chap. 14
Fri 10/19	Effective Listening	Hamilton Chap. 4
Mon 10/22	Nonverbal Communication in the Organization	Hamilton Chap. 5
Wed 10/24	Improving Interpersonal Relationships	Hamilton Chap. 3
Fri 10/26	Overcoming Obstacles to Communication in the Organization	Hamilton Chap 6
Mon 10/29	<i>Student Work Day – Class is in Session</i>	
Wed 10/31	<i>Student Work Day – Class is in Session</i>	
Fri 11/2	<i>Persuasive/Career Recruitment Presentation</i>	
Mon 11/5	<i>Persuasive/Career Recruitment Presentation</i>	
Wed 11/7	<i>Persuasive/Career Recruitment Presentation</i>	
Fri 11/9	<i>Persuasive/Career Recruitment Presentation</i>	
Mon 11/12	<i>Persuasive/Career Recruitment Presentation</i>	<i>Interview Portfolio</i>
11/14- 11/25	NCA CONFERENCE & FALL RECESS – NO CLASSES	
Mon 11/26	Small Group Communication and Problem Solving	Hamilton Chap. 9
Wed 11/28	Participation and Leadership Teams	Hamilton Chap. 10
Fri 11/30	Organizational Change Part I	Reading on Bb
Mon 12/3	Organizational Change Part II	Reading on Bb
Wed 12/5	Final Course Wrap Up	<i>Mock Interview Reflection Papers</i>
Tues.12/11	Final Exam (Hamilton 3,4,5,6,9,10,14, pgs 425-437, Add'l Readings)	7:30-9:30am

SAMPLE ASSIGNMENT
Career Exploration Interview Assignment Description

The purpose of this assignment is to give you experience with a real interview. Specifically this will be a complete, moderately scheduled, informational interview that builds on the skills you have learned during the interviewing unit of this course.

Your specific goal in this assignment is to learn everything you can in 20-30 minutes about the interviewee's career preparation, work experience, employment interviewing experiences, plans, and short range and long range goals. This assignment will help you to prepare our own career preparation. Use this opportunity to learn things about your industry of interest that that you cannot research elsewhere.

Find someone who currently holds approximately the same job and title that you hope to hold sometime between six months and five years from now. Schedule a 20-30 minute interview with this person. You will be the interviewer; the business professional will evaluate your interview skills at the close of the interview via the enclosed form.

Develop an interview guide (think of this as a topic outline) that covers the major topics and subtopics that you think are relevant for a career focused interview. Then turn the guide into a moderately scheduled interview with possible probing/secondary questions underneath your primary questions.

You will select an individual who is currently employed in your chosen career or field. You will conduct a 20-30 minute interview designed to gather information about this individual's work in particular and career in general. The person you interview must work at an organization in the Columbia area so that you can meet in person. For extreme cases, students may conduct a video interview with my prior permission. Once the interview is complete You will be required to submit a typed list of questions (an interview schedule/guide), a short summary of your interviewee's responses, and a brief reflection of what you took away from this experience. In your reflection you could share an example of something you learned, something that went well in this interview and something that was awkward or could have gone better. Be prepared to share the highlights of your interview with the class in an informal presentation. The final materials you turn in should be approximately 3-5 pages, double spaced.

Make sure that you:

- Have all three phases of a formal interview
- Phrase questions in a variety of ways
- Avoid question pitfalls
- Use secondary/probing questions
- Stay focused on the critical topic at hand
- Have a clear overall interview structure
- Employ strong basic communication skills
- Wrap up your interview between 20 and 30 minutes

Requirements:

- Conduct a recorded 20-30 minute (approximate) informational interview with a professional in a career related to your own future interests, who is not a member of your family.
- Fill out and turn in the student evaluation form about your performance in the interview.
- Turn in a professional's evaluation of your performance in a sealed envelope.
- Turn in your typed 3-5 page, double spaced, interview assessment that includes:
 - a typed list of questions (an interview schedule/guide),
 - a short summary of responses (does not need to be verbatim quotes),
 - a short summary of your reflection explaining something that you did well in the interview and explaining things that you know you can improve on.
- Present your experience in an informal briefing where you will share two audio excerpts from your interview with the class. One should demonstrate something that you think went well, the second example should highlight something that didn't go as well as you hoped it would in the interview. More details about your oral briefing will be provided.

Your grade on this assignment is based on completing the basic requirements above and on the quality of your interview assessment, NOT on having a picture perfect interview. Your typed interview assessment will be evaluated for comprehensiveness, clarity, and implementation of/connection to course content. (e.g., do you clearly employ a question sequence covered in the text, use a variety of question types, avoid question pitfalls in your interview schedule, use course terms to explain your strengths and weaknesses as an interviewer, etc.).

Tip: The questions you've prepared might not work in the actual interview. Be ready to adapt. For example, your interviewee may have only vague career plans. You will also want to manage your time. If they talk for a long time on one or two questions, you may have to skip other questions to make sure you stick with the agreed upon time. Try to probe initial answers.

So prepare, and then relax and enjoy learning about your career from an expert!

Form A

Interview Evaluation*(Professional's Copy)*

Student's name _____

Instructions: Please respond to the following questions with regard to the interview in which you have participated. Your responses will provide the student with valuable feedback regarding his/her progress in developing effective interview skills. Please rate the student on the following six questions by circling the number that most closely reflects the student's overall performance in that area. A perfect performance would receive 30 total points.

Please note that **this evaluation will not directly impact the student's grade**. Their grade is based on sharing what they learned about your career and interviewing in general from the interview experience. Your feedback is only being used to help them improve. Thank you for contributing to our students' education.

1. Initial Impressions: poor 1 2 3 4 5 excellent
How favorable were your initial impressions of the interviewer (*first minute*)?
2. Introduction and Conclusion: poor 1 2 3 4 5 excellent
Did opening comments establish *rapport*?
Did statement of purpose give you a clear *idea of what to expect* during the interview?
Did the interviewer effectively *close* the interview?
3. Questions Asked: poor 1 2 3 4 5 excellent
Were the questions asked *appropriate and clear*?
Were the questions *organized* in a logical sequence?
4. Communication Ability: poor 1 2 3 4 5 excellent
Was the interviewer's *verbal communication* effective (voice and articulation, fluency, volume, vocabulary)?
Was the interviewer's *nonverbal communication* effective (eye contact, posture, dress)?
Was the interviewer *able to modify* communication in terms of your responses?
Did the interviewer really *listen* effectively?
5. Composure and Control: poor 1 2 3 4 5 excellent
Did the interviewer seem *composed* and relaxed?
Did the interviewer effectively *control* the interview?
6. Overall Reactions: poor 1 2 3 4 5 excellent
Taken as a whole, how would you evaluate this interview?

Total Score _____

Evaluator's Signature _____ Date _____

Company _____ Title _____

Address _____ Phone _____

Suggestions to student:

Form B

Interview Evaluation

(Students Copy)

Student's name _____

Instructions: Please respond to the following questions with regard to the interview in which you have participated. Please rate yourself on the following six questions by circling the number that most closely reflects your overall performance in that area. A perfect performance would receive 30 total points.

The score you give yourself does not determine your grade. It's a chance for you to think about how you performed and compare it to the professional's perspective.

1. Initial Impressions: poor 1 2 3 4 5 excellent
How favorable do you think your initial impression was (*first minute*)?

2. Introduction and Conclusion: poor 1 2 3 4 5 excellent
Did opening comments establish rapport?
Did statement of purpose give interviewee a clear *idea* of what to *expect* during the interview?
Were your opening remarks sufficiently *motivating*?
Did you effectively *close* the interview?

3. Questions Asked: poor 1 2 3 4 5 excellent
Were the questions asked *appropriate*?
Were the questions asked *clear*?
Were the questions *organized* in a logical sequence?
Were the more private or embarrassing questions *placed near the* middle of the Interview?
Were good *transition statements* used between question areas?

4. Communication Ability: poor 1 2 3 4 5 excellent
Was your *verbal communication* effective (voice and articulation, fluency, volume, vocabulary)?
Was your *nonverbal communication* effective (eye contact, posture, dress)?
Were you able to *modify* communication in terms of your responses?
Did you really *listen* effectively?

5. Composure and Control: poor 1 2 3 4 5 excellent
Did you seem *composed and* relaxed?
Did you effectively *control* the interview?

6. Overall Reactions: poor 1 2 3 4 5 excellent
Taken as a whole, how should your interview be evaluated?

Total Score _____

Student's Signature _____ Date _____

Grading Rubric: Career Exploration Interview
Communication 3575: Business & Professional Communication
 Student Name: _____

Description	Points Earned	Points Possible
<u>Evaluations (professional & student)</u> <ul style="list-style-type: none"> • Did the student fairly assess his/her performance? • Did the student turn in a completed professional evaluation of the interview in a sealed envelope? 		10
<u>Interview Guide</u> <ul style="list-style-type: none"> • Is there a complete interview opening? • Do questions follow a formal organizational sequence? • Are there a variety of different types of questions? • Is there a complete, formal interview close? • Do any of your questions fall into any interview pitfalls? Are there any leading or loaded questions? (avoid this) 		25
<u>Summary of Responses</u> <ul style="list-style-type: none"> • Does summary accurately capture the professional's experiences? • Are notes detailed and informative? 		15
<u>Reflection</u> <ul style="list-style-type: none"> • Did the student critically reflect on his/her performance in the interview? • Did the student adequately and appropriately reflect on areas of improvement? • Did the student adequately and appropriately reflect on strengths? 		15
<u>Informal Presentation</u> <ul style="list-style-type: none"> • Did the student share two helpful examples from the career exploration interview experience? • Did the student use professional and appropriate verbal and nonverbal communication skills during the informal presentation? 		20
<u>Miscellaneous</u> <ul style="list-style-type: none"> • Did the student record the interview? Was the interview within the 20-30 minute time period? • Are all materials free of error including correct grammar, punctuation, spelling, etc.? • Are written materials presented in a professional manner? • Did the student approach the assignment seriously? • Did this interview seem to enhance the personal knowledge of the student? 		15
FINAL GRADE		100

Syllabus for Graduate Level Seminar
COMS 930-Seminar in Organizational Communication:
Organizing Identity, Identification, and Stigma
Department of Communication Studies
Spring, 2016

Day/Time: Mondays 4:00-7:00 pm
Instructor: Dr. Angela Gist
Email: angela.gist@ku.edu
Office Phone: (785) 864-9874

Location: Bailey Hall, Seminar Room 401
Office: 116E Bailey Hall
Office Hours: Tuesday/Thursday 11am-1pm

This graduate seminar will focus on theoretical and practical issues regarding relationships between communication processes in contemporary U.S. organizations and socially constructed aspects of identity. Whether we realize it or not, we spend the majority of our lives organizing. Much of our organizing is anchored to our identities. Who we are is cultivated throughout our lives in organizational settings where we are continually engaged in groups of people who range on a multi-dimensional continuum from similar to dissimilar. The purpose of this course is to explore how communication is used to construct and reproduce social identities for ourselves and for others, within organized contexts. To thoroughly explore and critique ideas and implications of identity, identification, and stigma within organized contexts, this class is comprised of the following objectives:

PURPOSES:

This course is designed to:

1. Allow us to deepen our knowledge and awareness regarding issues of identity, identification, and stigma from an organizational communication lens
2. Generate new ideas and discoveries about identity, identification, and stigma among seminar participants
3. Discuss and better understand the role of communication in the construction of social identity and the impact of ascribed power as key a variable in influencing social constructions
4. Carefully consider and critically examine six identity differences (gender, race, social class, sexuality, ability, and age) that frequently impact the processes of social construction and organizing
5. Appraise the social construction of differences and stigma as they occur within organizing contexts
6. Enhance our research, analysis, and writing skills as a way to assess organizational and identity related concepts
7. Build confidence in ourselves and our abilities as scholars

REQUIRED TEXTS:

- Allen, B. J. (2011). *Difference Matters: Communicating Social Identity* (2nd ed.). New York: Waveland Press.
- Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Englewood Cliffs, NJ: Prentice Hall.
- Mullaney, J. L. (2006). *Everyone is NOT doing it: Abstinence and personal identity*. Chicago: University of Chicago Press.

Also Recommended:

Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association. All papers are to be written in APA style.

Course readings are listed at the end of this syllabus. Book chapters and encyclopedia entries will be uploaded as pdfs to our Blackboard site. Journal articles are available through KU Libraries Online Databases.

POLICIES:

ATTENDANCE: Attendance is required. Arrangements can be made for emergencies or extenuating circumstances and should be made in advance whenever possible or within two days of the missed class if advance notice is not possible. Unexcused absences will significantly affect your class contributions grade.

WRITTEN WORK: Students must use correct spelling and grammar in all written assignments. All submitted work must be typed and must conform to guidelines established in the Sixth Edition of the American Psychological Association's (APA) Publication Manual. *Late work* loses one letter grade per academic day. For example, that means that an assignment turned in any time after a Monday class loses one letter grade up until 4:00 pm on Tuesday. Furthermore, a paper turned in on Wednesday by 4:00pm loses two letter grades. Work will be accepted and one letter grade deductions will be assessed for a maximum of 5 academic days. After this point no work will be accepted for a grade.

READINGS AND CONTRIBUTIONS: All readings should be done prior to the assigned class period. Students are expected to participate fully and constructively in class discussions and activities. More is said about this in the assignments section under class contributions.

CLASS CONTRIBUTIONS: Part of your development as a scholar is discovering your own voice; therefore, you will find that graduate seminars heavily emphasize participation. The quality of each session is dependent upon the willingness of each of you to share your interpretation of the readings and your perspectives on research. It is also dependent upon your ability to listen to others' ideas with an open and attentive attitude. Because this is a graduate seminar, students are expected to drive much of the discussion. More details are offered under assignments under class contributions.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is especially important that we (1) display respect for all members of the classroom – including guests, professors, faculty, staff, and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., repeatedly arriving late, having private conversations, reading the newspaper, doing work for other classes, sending or receiving cell phone calls or text messages, etc.); and (4) avoid racist, sexist, homophobic and all other negative or derogatory language that may unnecessarily exclude members of our classroom and campus. In addition, while disagreeing with or challenging various methodological and theoretical approaches is appropriate and encouraged, disparaging anyone in an unconstructive way (or “bashing”) any particular methodological or theoretical approach or those who employ it is not acceptable and will not be tolerated. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a constructive and productive educational space for all involved. Your final grade will be reduced each time you engage in these sorts of behaviors. If negative or uncivil behaviors persist individuals will be asked to leave and will likely be dropped from the class.

ACADEMIC MISCONDUCT/DISHONESTY: Giving or receiving unauthorized assistance and general plagiarism of papers and other course work constitutes grounds for failure of this course. Do not mess with this policy. Academic misconduct should not be an issue in graduate school, but this is an official warning. You may not work on the same paper you are or have worked on for another class without explicit permission from the instructor (I will likely give permission, so don't hesitate to ask). Please see me if you have any questions about collaborating, paraphrasing, reusing your own work, etc.

ACADEMIC ACHIEVEMENT & ACCESS: If you anticipate learning/educational barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements please see me as soon as possible privately after class, or at my office, Bailey Hall, Room 116E. The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>.

ASSIGNMENTS:

Outlines	20%	100 points
Writing Exams	20%	100 points (50 points each)
Class Contributions	20%	100 points
Final Paper (including proposal and drafts)	30%	150 points
Final Presentation	10%	50 points

OUTLINES: Each week one or more students will outline the assigned readings. These outlines should be between 2-4 pages double spaced per reading. This length may vary for the required books. Outlines should follow the basic existing structure of the assigned readings and should highlight key conceptual ideas. If done well, outlines can serve as a great resource for students as they study for the writing exams throughout the semester and also for comprehensive exams. Outlines can also serve as a general resource whenever it is necessary to revisit the literature covered in this course. The format required for outlines should be Times New Roman 12 point font, 1" margins, which is consistent with APA style. A schedule for outlining will be determined during the first class session. Please upload outlines to Blackboard before the start of class each Monday throughout the semester. Uploaded outlines will be made available to the class on a weekly basis.

WRITING EXAMS: During the course of the semester we will have three writing exams. These exams are tentatively scheduled to take place at the beginning of class on February 22, March 28, and April 25. The exams will last approximately 30 minutes, and students will type or write out responses to an essay prompt of their choice. Students will have a choice of two essays to select from on each exam day and are required to respond to one prompt.

The first exam on February 22 will focus on the following topics: social identity theory, identification, structuration approaches to organizational identity and identification. The second exam on March 28 will focus on the following topics: new communicative approaches to identity, professionalism and occupational identity, identity abstinence, stigma. The third exam on April 25 will focus on the following topics: stigma management communication, difference and social identity, power, gender, race, social class, sexuality, ability, and age.

The lowest of the three exam scores will be dropped. The highest two scores will be calculated as part of students' final grades. No makeup exams will be given. If a student is absent during a scheduled exam this will automatically become the lowest dropped grade.

Exams will be closed note and closed book. In-text citations are expected from memory (try your best to remember last names and numeric years). Exams will be graded based on how fully responses answer the question asked, the soundness and clarity of arguments, ability to draw from the identity literature in order to support arguments, coherence and structure of writing, and clarity of thought presented through writing.

CLASS CONTRIBUTIONS: As with most graduate seminars, the quality of student experiences in this course depends on one's active participation. You are expected to have completed the assigned reading and to have considered ideas and questions in preparation for each class meeting. We will be having intellectually and practically challenging discussions in a collegial manner. Sometimes that means simply sharing your understanding of the material and sometimes it means challenging the content of the readings or another's understanding in a respectful manner. I look forward to learning from each of you.

In a seminar like this, formal discussion leading is not necessary. But you should come into class each week with thoughts and questions. Think about what you/we need to clarify and challenge as we start for the day. Do we need to review something from the week before? Do we need to define some terms from the readings? Plan to participate in managing what we talk about. Have 2-3 discussion questions you think it might be helpful to discuss as a class—by helpful, we mean questions that will enhance our learning and understanding of the topics.

Participation in the marketplace of ideas is an important part of being a graduate student. Perfectly formed, unassailable ideas are not expected, but interesting ideas and comments that you are willing to throw into the mix of our discussion and have bandied about---are.

You are always welcome to ask me during office hours about my assessment of your participation quality in the course.

FINAL PAPER:

Option 1: You may write a **meta theoretical paper/ Critical analysis paper** in which you critique and or advance the communication literature in a specific area of identity, stigma, and organizing (e.g., nonprofit identification or arguing for better blending different identity theories) and then develop a new perspective. This is a good option for those of you who have a unique and interesting idea that you believe offers a new approach / can make a theoretical contribution to the field. This paper should be written with an eye toward submission to the upcoming NCA conference and/or an outlet like Communication Yearbook or Communication Theory. Thumb through a copy of CY and CT if you want to see samples of this kind of project.

Option 2: An **individual** or **team based** research project strongly related to identity/stigma (this option is available **only** to those students who have completed a methods course relevant to the method planned for the project). **Social scientist should use empirical data that is either quantitative or qualitative in nature. Rhetoricians may determine a body of texts for analysis. Pre-approval (of both topic and availability of this option) is required. IRB Submission and approval is required if human subjects are involved. I encourage you to use this option if you have a project you'd like to conduct relating to identity. And I sincerely encourage team projects. Alternately you might choose to use a previous data set for this project.**

Option 3: a **grant proposal** for a major research project related to issues of identity and/or stigma. Students pursuing this option are required to find an actual feasible grant-giving organization. As graduate students you may find a program that funds dissertation/thesis work or it can be a general foundation that supports research like the project you are proposing. (For example, the Sloan Foundation funds projects related to work-life research; The Page

Foundation funds research on issues of ethics and public relations.) You would be responsible for finding a relevant organization. Another option is to pair with a faculty member and plan to apply (with them) for one of our internal faculty grants (e.g. General Research Fund Application). You may find helpful starting points on the KU Office of Research webpage, the Hall Center for Humanities webpage, and the fellowships.ku.edu page.

Option 4: You may write a research proposal related to identity, identification, and/or stigma. This is a good option for students who wish design a study and use that design for a research practicum. In order to be eligible for this option you must have taken or be taking a research methods course in the methods you plan to use. Proposals must:

- A. provide a clear rationale and purpose for your paper.
- B. provide a thorough discussion of your theoretical grounding.
- C. provide a thorough review of the relevant literature.
- D. provide interesting research questions or hypotheses.
- E. provide a clear and detailed outline of the methods that will be used.
- F. provide a brief discussion regarding what you anticipate to find based on literature.

One of your primary tasks in writing this final paper is to describe what we know (and what we do not know) about the topic that you have chosen. You should use the appropriate data sources, find the appropriate books, book chapters, and/or journal articles, and synthesize what they have to say into a scholarly argument.

Final papers for options 1-3 should be standard manuscript length (e.g., 20-25 pages/ 5000-7500 words), excluding title page, abstract, references, figures, and tables. The exact length and format of the Grant Proposal will vary based on the grant and thus will be negotiated on an individual basis. The length of research project proposals should range between 15-20 pages in length.

Paper/Project Proposal: You are required to meet with me no later than week 7 to discuss your final paper/project ideas. Sign up for an office hour session with me. No later than Monday March 7th you must post on Blackboard your current project proposal with preliminary bibliography (2-3 pages; 20 sources minimum). It may be helpful to think of this assignment as an extended abstract of your final paper. During the week of March 7-11 students should read each proposal and make a brief set of written comments to each classmate in the form of constructive feedback. Your proposal and your peer comments will factor into your final grade.

Introduction/Literature Review Draft: You are required to submit a solid draft of your introduction and literature review by Monday, April 11. I will provide constructive feedback, which should boost the overall scholarly argument of your manuscript. You should submit this draft via Blackboard. This draft will factor into your final draft. Your introduction/literature review draft should be approximately 11-15 pages in length.

Final Paper Presentation: You will present your state-of-the-art paper in "conference-style" fashion during the last class meeting on Monday, May 2 from 4-7pm. You will have 12 minutes to present, which is similar to the time you would have if you were presenting your paper as part of an identity themed panel at a professional conference. The actual paper is not due until Monday May 9 of exam week, but you need to have enough done by the day you present to be able to provide the class with a nice summary of your final paper/project.

GRADING: Your final grade will follow the following scale:

A 93-100%	B+ 87-89%	C+ 79-77%	D+ 67-69%	F 59% and below
A- 90-92%	B 83-86%	C 73-76%	D 63-66%	
	B- 80-82%	C 70-72%	D- 60-62%	

Tentative Weekly Schedule

Week ONE – Monday, January 18

No Class – In Observance of Martin Luther King Jr. Holiday

Week TWO – Monday, January 25

Introduction---

Carbaugh, D. (1996). *Situating selves: The communication of social identities in American scenes*. Albany: SUNY Press. READ: Introduction & Chapter 1

Week THREE – Monday February 1

Social Identity Theory

Tajfel, H. & Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel & L. W. Austin (Eds.), *Psychology of Intergroup Relations*. Chicago: Nelson-Hall

Ashforth, B., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review* 14, 20–39.

Scott, C. R. (2007). Communication and social identity theory: Existing and potential connections in organizational identification research. *Communication Studies*, 58, 123–138.

Mayer, J., & Richardson, B. K. (2010). From “living hell” to “new normal”: Self-identification strategies revealed in the development of personal narratives among female former sex workers. *Journal of Communication & Religion*, 33, 56-86.

Week FOUR – Monday February 8

Identification

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

Gossett, L. (2002). Kept at arm’s length: Questioning the desirability of organizational identification. *Communication Monographs*, 69, 385-404.

Kuhn, T., & Nelson, N. (2002). Reengineering Identity A Case Study of Multiplicity and Duality in Organizational Identification. *Management Communication Quarterly*, 16(1), 5-38. doi: 10.1177/0893318902161001

Williams, E., & Connaughton, S. L. (2012). Expressions of identifications: The nature of talk and identity tensions among organizational members in a struggling organization. *Communication Studies*, 63, 457-481.

Week FIVE –Monday February 15

Organizational Identification and Identity – Structural approaches

Scott, C. R., Corman, S. R., & Cheney, G. (1998) Development of a Structural Model of Identification in the Organization, *Communication Theory*, 8, 298–336.

Scott, C. R., & Stephens, K. K. (2009). It Depends on Who You're Talking To...: Predictors and Outcomes of Situated Measures of Organizational Identification. *Western Journal of Communication*, 73, 379-394.

Silva, D., & Sias, P. M. (2010). Connection, restructuring, and buffering: How groups link individuals and organizations. *Journal of Applied Communication Research*, 38,145-166. doi: 10.1080/00909881003639510

Harter, L. M., Berquist, C., Titsworth, B. S., Novak, D., & Brokaw, T. (2005). The Structuring of Invisibility Among the Hidden Homeless: The Politics of Space, Stigma, and Identity Construction. *Journal of Applied Communication Research*, 33(4), 305-327. doi: 10.1080/00909880500278079.

Week SIX - Monday February 22 – Comprehensive Style Exam #1

New communicative approaches to identity

Eisenberg, E. (2001). Building a mystery: Communication and the development of identity. *Journal of Communication*, 51, 534-552.

Larson, G. S., & Pepper, G. L. (2003). Strategies for managing multiple organizational identifications a case of competing identities. *Management Communication Quarterly*, 16(4), 528-557.

Tracy, S. J. & Trethewey, A. (2005). Fracturing the real-self---fake-self dichotomy: Moving toward crystallized organizational identities. *Communication Theory*, 15, 168-195.

Hecht, Warren, Jung, & Krieger (2005). The communication theory of identity: Development, theoretical perspective and future directions. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 257-278). Thousand Oaks: Sage.

WEEK SEVEN – Monday February 29**Professionalism & Occupational Identity**

Adams, K. F. (2012). The discursive construction of professionalism: An episteme of the 21st century. *ephemera*, 12(3), 327-343.

Cheney, G., & Ashcraft, K. L. (2007). Considering "The Professional" in communication studies: Implications for theory and research within and beyond the boundaries of organizational communication. *Communication Theory*, 17, 146-175.

Lammers, J. C., & Garcia, M. A. (2009). Exploring the Concept of "Profession" for Organizational Communication Research: Institutional Influences in a Veterinary Organization. *Management Communication Quarterly*, 22, 357 - 384.

Russo, T. C. (1998). Organizational and professional identification: A case of newspaper journalists. *Management Communication Quarterly*, 12, 72-111.

Wieland, S. M. B. (2010). Ideal selves as resources for the situated practice of identity. *Management Communication Quarterly*, 24, 503-528.

Week EIGHT – Monday March 7 [-brief project proposal due via blackboard](#)**Stigma**

Goffman, E. (1963). *Stigma: The management of spoiled identity*. New York: Touchstone Books.

Week NINE – Monday March 14

NO CLASS – SPRING BREAK

Week TEN - Monday March 21**Identity Abstinence**

Mullaney, J. L. (2006). *Everyone is NOT doing it: Abstinence and personal identity*. Chicago: University of Chicago Press.

Week ELEVEN - Monday March 28 – [Comprehensive Style Exam #2](#)**Stigma Communication**

Smith, R. A. (2007a). Language of the lost: An explication of stigma communication. *Communication Theory*, 17, 462-485.

Meisenbach, R. (2010). Stigma management communication: A theory and agenda for applied research on how stigmatized individuals manage moments of stigmatization. *Journal of Applied Communication Research*, 38, 268-292.

Ashforth, B. E., & Kreiner, G. E. (1999). "How can you do it?": Dirty work and the challenge of constructing a positive identity. *Academy of Management Review*, 24, 413-434.

Ashforth, B. E., Kreiner, G. E., Clark, M. A., & Fugate, M. (2007). Normalizing dirty work: Managerial tactics for countering occupational taint. *Academy of Management Journal*, 2007, 50, 149-174.

Lutgen-Sandvik, P. (2008). Intensive remedial identity work: Responses to workplace bullying as trauma and stigma. *Organization*, 15, 97-119.

Week TWELVE- Monday April 4

Difference Matters and Social Identity

Chapters 1 & 2 – Allen, B. J. (2011). *Difference Matters*. (2nd ed.). New York: Waveland Press. (pgs 1- 39).

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286. doi: 10.1037/0003-066X.62.4.271

Orbe, M. (1998) An outsider within perspective to organizational communication: Explicating the communicative practices of co-cultural group members. *Management Communication Quarterly*, 12(2), 230-279.

Brekhus, W. (1998). A sociology of the unmarked: Redirecting our focus. *Sociological Theory*, 16(1), 34-51.

Week THIRTEEN – Monday April 11

Social Identity, Race and, Gender

Chapters 3 & 4 – Allen, B. J. (2011). *Difference Matters*. (2nd ed.). New York: Waveland Press. (pgs 41-91).

Gist, A. N. & Goldstein Hode, M. B. (forthcoming, 2016). Race and Organizing. *International Encyclopedia of Organizational Communication*. New York: Wiley-Blackwell.

Allen, B. J., Orbe, M. P., & Olivas, M. R. (1999). The complexity of our tears: Dis/enchantment and (in)difference in the academy. *Communication Theory*, 9(4), 402-429.

Ashcraft, K. L. (2005). Resistance through consent? Occupational identity, organizational form, and the maintenance of masculinity among commercial airline pilots. *Management Communication Quarterly*, 19, 67-90

Week FOURTEEN – Monday April 18

Social Identity, Social Class, and Sexuality

Chapters 5 & 6 – Allen, B. J. (2011). *Difference Matters*. (2nd ed.). New York: Waveland Press. (pgs 93-135).

Gist, A. N. (forthcoming, 2016). Social Class and Organizing. *International Encyclopedia of Organizational Communication*. New York: Wiley-Blackwell.

Dixon, J. & Dougherty, D. S. (2013). A Language Convergence/Meaning Divergence Analysis Exploring How LGBTQ and Single Employees Manage Traditional Family Expectations in the Workplace. *Journal of Applied Communication Research*, 42(1), 1-19. doi: 10.1080/00909882.2013.847275

Lucas, K. (2011). Blue-collar discourses of workplace dignity: Using outgroup comparisons to construct positive identities. *Management Communication Quarterly*, 25, 353-374. doi:10.1177/0893318910386445

Tracy, S. J., & Scott, C. (2006). Sexuality, masculinity, and taint management among firefighters and correctional officers: Getting down and dirty with “America’s heroes” and the “scum of law enforcement.” *Management Communication Quarterly*, 20, 6-38.

Week FIFTEEN – Monday April 25 – Comprehensive Style Exam #3

Social Identity, Ability, and Age

Chapters 7, 8, & 9 – Allen, B. J. (2011). *Difference Matters*. (2nd ed.). New York: Waveland Press. (pgs 137-197).

Trethewey, A. (2001). Reproducing and Resisting the Master Narrative of Decline Midlife Professional Women’s Experiences of Aging. *Management Communication Quarterly*, 15(2), 183-226.

Harter, L. M., Scott, J. A., Novak, D. R., Leeman, M., & Morris, J. F (2006). Freedom Through Flight: Performing a Counter-Narrative of Disability. *Journal of Applied Communication Research*, 34(1), 3-29. doi: 10.1080/00909880500420192

Week SIXTEEN – Monday May 2

Paper Presentations

Final Version of paper is due at 5:00pm on Monday May 9th. Please upload via Blackboard.