

COM 495: Seminar in Organizational Communication (Convergence)
School of Communication
Illinois State University
Fall 2019
M 6:30p – 9:20p; 064 Fell Hall

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Office Hours: Ws: 12:50 – 2:50p; after class;
& by appointment

Required Course Materials:

1. Online readings. See course schedule below. Assigned articles can be found on ReggieNet (RN) in almost all cases. However, failure to find an article on RN should impel a student to obtain it through alternative means (e.g., ISU Library, Google Scholar).

Required Course Materials:

1. American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). New York, NY: APA.

Recommended Course Materials:

1. Morgan, S. E., Reichert, T., & Harrison, T. R. (2002). *From numbers to words: Reporting statistical results for the social sciences*. New York, NY: Allyn & Bacon

Course Overview

This special topic section of COM495 will focus on exploring the principles, processes, and effects of communication convergence. Broadly, *convergence* refers to the intersectionality of communicative phenomena. Examples may include personal relationships manifest in a work setting (i.e., interpersonal-organizational communication), the implications of nationality on self-concept (i.e., cultural-intrapersonal communication), or the structure of workgroups on linguistics (i.e., group-linguistic communication). Though course members may be interested in many of these intersections, we will focus our study on organizational communication as a nexus for such intersectionality. This special topic section of COM495 will first explore the nature of organizational communication convergence, then explore how organizational communication may intersect with various other communicative subdisciplines (e.g., PR, interpersonal, group). As such, our general readings and discussions will pursue breadth over depth; but individual pursuits and projects should delve much more deeply into specific instances of communicative convergence. Course meetings will emphasize discussion and debate of scholarly readings among all course members; and members will demonstrate their understanding of communicative convergence at its conclusion by

conducting original scholarship suitable for presentation and/or publication through its advancement of the field's understanding of communicative convergence and/or its antecedents or effects, to be understood broadly.

For better and for worse, convergence research is both an inter- and intra-disciplinary venture. Consequently, the reading sources for the course come from a variety of disciplines, including management, small groups, intergroup communication, education, anthropology, psychology, and computer-mediated interaction, to name a few. An important goal of the course is for all members to be able to connect and synthesize theoretical principles from one context to another.

Course Objectives

This course provides a broad overview of communication convergence, centered on (because of the nature of the course listing) the subdiscipline of organizational communication; but extending far beyond. The course will explore the nature of convergent communication, as well as the manifestations of convergence across the discipline, and the implications of communicative convergence both in the contemporary communication discipline and as it moves forward. Ultimately, this course seeks to understand the blurring boundaries within and beyond communication science from a multi-epistemological and -ontological approach. Scholars will become familiar and competent in their understanding of communication convergence, and be able to identify and apply convergence to their own interest area(s).

Course Requirements

- Do all the readings listed in the syllabus.
- Attend all scheduled sessions.
- Engage and participate fully.
- Complete required assignments in timely and scholarly manners.

Workload and Grading

<i>Grade Point (portion) Breakdown</i>	<i>Final Grade Assignment</i>
Article Presentations: 25	
Research Paper: 50	A 90 - 100
Research Prospectus: 10	B 80 - 89
Research Presentation: 5	C 70 - 79
Participation & Attendance: 10	D 60 - 69
<u>Research Participation: C/NC</u>	F < 60
Total: 100	* I do not grade on a curve or round. I will give as many As, Bs etc as are earned.

Article Presentations (25%):

In addition to familiarity with core readings, about three students each week will prepare presentations of one article apiece, based on selections made during the first week of class. Students are expected to become intimately familiar enough with their assigned articles to be able to answer detailed questions in class without having to search hard for answers. Presentations will not attempt to share every detail; but will discuss the major points, including the discussion points enumerated below. Presentations must not be read from the article or from a script, but from an outline. Powerpoint presentations are encouraged only to the degree that they help illuminate major aspects through visualization; students should not spend their time on elaborate technical presentations. Additionally, presenters will provide (at most) one-page (single-spaced; front-and-back) reviews of the study to other students (not just the study's abstract, but a summary and synthesis of methods, design, findings, etc., that help us see what and how things were done, along with any criticisms not provided by the authors). Presentations must be no longer than ten minutes, strictly enforced. There will be no make-up opportunities in case a student is not prepared on the night an article is scheduled.

All students (and particularly those presenting the article) should be able to discuss the following types of questions in class depending on their applicability to a given reading:

- What theory(ies) guides the research or is introduced/reviewed in the paper? What are the major assumptions, constructs, and propositions? On what prior theories do they draw, if any?
 - What are the formal research questions and/or hypotheses if any?
- If the work is a survey article, not overtly theoretical, or if it is analytic rather than synthetic, what are the major assertions provided? Are they presented to account for previous findings or as general guidelines for new research? What research questions could be derived? What potentially testable hypotheses could emerge?
- If observational/empirical,
 - What are the independent and dependent variables and how are they operationalized and measured?
 - What kind of research design was used?
 - What kind of analysis was used? What are the results? Do they confirm hypotheses, kill them, or lead to new ideas?
 - What surprises occurred? What explanations are offered?
 - What problems are there in the research--theoretically, operationally, or empirically/statistically?
- What are the chief criticisms you would offer? (Try to consider beyond the low-hanging and obvious, like student samples or atheoretical replication)
- Where do we go from here, according to the authors and according to you?

Research Project (65%):

Students will work independently or in groups to develop and submit a final research project for this course. This project will reflect scholarly rigor, including clarity and depth of thought and content that could be submitted to a conference commensurate with your

interest upon completion of the course. The project will synthesize existing research pertaining to a subtopic related to the course, moving toward the creation or contribution of new knowledge in that subject area. The exact nature of the project may take one of two forms, indicated below, culminating in a scholarly paper less than 25 pages in length, not including cover page, abstract, references, and any figures or tables. This final paper constitutes **50% of the course grade**, and is due at the beginning of the last regular day of class.

Your research project and subsequent paper should take one of two forms.

Empirical Research

Your first option for a course project is to propose conduct, and present original empirical research. If you choose to conduct original research, your study should pursue one of three goals:

- (a) Apply theory and research into a domain or purpose that is hitherto underdeveloped that integrates the masspersonal concept, and propose or present a test of the effects of that application;
- (b) Address a conflict or theoretical controversy in the masspersonal (and related) literature, and propose or present a critical test that may reconcile the conflict; or
- (c) Conduct an original empirical study that will provide an original extension to some theoretical question in masspersonal communication.

For all, your research should be conducted to carefully and critically assess theoretically-guided research questions or hypotheses to make an original empirical contribution to the field. You may also need to submit your research. If your study will use human subjects, ILSTU requires you submit your research to the institution's IRB (see <https://research.illinoisstate.edu/ethics/human/protocol/>) before conducting your research. To ensure adequate time to conduct your study (and analyze and present results), *you need to have received IRB "approval" to conduct your research before March 30*. Studies not "approved" before that date will need to be switched over to a thought piece (see below) to ensure your project is completed by the end of the semester. Please plan your time and efforts accordingly, as IRB review processes can sometimes take up to two months. Additionally, your empirical work should be conceptualized and researched in a way that it can be shifted to a thought piece should IRB "approval" not be attained in a timely manner. Scholars seeking human subjects may look to the SoC's Research Study Announcement Board for participants (see <https://sites.google.com/site/ilstusocstudies>).

Thought Piece

Your second option for a course project is to develop a polemic piece addressing a particular theory or application of theory related to masspersonal communication. Your project should integrate, synthesize, and/or theorize an original problem or a set of conflicting findings in the field, calling for the kinds of future research that can help assess the utility of the integration/synthesis/theory as appropriate. If you choose to develop a thought piece, your paper should pursue one of two goals:

- (a) Review an extant theory to explicate boundary conditions, address and redress conflicting findings or propositions in the literature, or critique a theoretical or methodological assumption that may be problematic. (see DeAndrea, 2014 for an example)
- (b) Develop a new model or theory of masspersonal communication, including derived propositions. (see Berger & Calabrese, 1975 for an example)

In order to complete either type of project successfully, you will need to do extensive reading of primary research articles from the published literature well beyond those on the accompanying bibliography. Though difficult to quantify what makes for good supporting research, in the past, ‘good’ papers have typically integrated at least fifteen scholarly sources beyond required course readings, and excellent papers have integrated over twenty-five. Again, the exact number of appropriate resources to integrate is dependent on the topic and direction of your paper—highly focused or novel contributions may have less or a narrower literature on which to draw.

Final projects will be evaluated with an eye toward expected subsequent submission and potential acceptance at an academic convention (e.g., NCA, ICA). To that end, while no specific rubric is available, papers should meaningfully contribute to and advance the field’s understanding of a communicative phenomenon, and be theoretically and narratively rigorous. An excellent (i.e., “A”) paper will be highly-competitive and likely accepted a good (i.e., “B”) paper would be competitive at such a conference; whereas an adequate (i.e., “C”) paper would likely need substantive revisions to be competitively submitted to a conference, and an insufficient (i.e., “D” or “F”) paper will suffer theoretical, methodological, and/or structural problems that would challenge it to even be submitted.

Scholars must submit a three- or four-page (double-spaced; cover page and references are not counted toward page limit, no abstract needed) prospectus of their term paper *no later than 30 September for feedback*—earlier submissions are welcome and encouraged. The purpose of the prospectus is to provide a brief overview of the general direction of your project, such as major theories to be addressed, potential methods, and tentative hypotheses/RQs. This prospectus should include a significant and concise review of literature and identification of conflicts/questions that the literature suggests, as well as intended plan of analysis and current status of data. This assignment constitutes **10% of the course grade**, and final papers *will not be accepted* unless preliminary summaries have been submitted. None of these binding for your final output, but serve as a chance to get early feedback on your work while there is time to account for feedback in your final project. While you are encouraged to submit drafts, outlines, sections, etc. for feedback throughout the semester, the prospectus is the one formal time to submit your ideas in narrative form, expanding upon the prospectus (accounting for feedback) for your final paper.

Finally, individuals/groups will make *well-prepared* oral presentations of their term paper research in class on the last class meeting or final exam period. Presentations must be no

longer than 12 minutes (strictly enforced), and be accompanied by the distribution of outlines to all other students. **5% of course grade.**

Participation and Attendance (10%)

To get the most out of this course, scholars need to be present and engaged. To that end, part of your grade is derived from being a good graduate scholar: Attend class regularly, have completed the readings, and be prepared to rigorously engage in class discussions and debates over course materials. Non-attendance or inability/unwillingness to discuss course materials may negatively impact your participation grade.

Research Participation (Credit/No Credit)

Given that you will be conducting original research in this course, it's only fair you help someone else with their research. Consequently, during the course of the semester, take part in at least one study posted to the communication Research Pool (<https://sites.google.com/site/ilstusocstudies>). You may participate in an online or offline study of any length, but if you're going to be asking for others to complete a study, some reciprocity is appreciated. There's no credit associated with completion; but you are expected to act in a scholarly and collegial manner, and must take part in at least one study to be able to complete the course.

Course Policies

Course Website:

All students enrolled in this course have access to the course website on ReggieNet (RN: reggienet.ilstu.edu). Important announcements, grades, and copies of assignments will be available through RN. You may need to print documents from the course website for use in course activities or readings.

Course Communication:

Before you decide to send an email inquiry, check the syllabus. You are most likely to find answers there. **Please begin the subject line of your e-mail with "COM495: "** to ensure timely responses. Appropriate e-mail will be replied to within 24 hours. The instructor does not regularly check office voice mail, so if a verbal conversation is preferred, it is best to call during scheduled office hours.

Course announcements will be made in class and via email messages to ISU email accounts. **It is your responsibility to check your email on file with Computing Services on a regular basis.**

For electronic submissions, only documents in *.doc, *.docx, *.pdf, *.rtf, or *.txt will be accepted. If you are using a Macintosh version of Microsoft Word, please be sure to save

in either the *.doc or the *.docx format, as I am unable to open the default Apple-specific file format. No resubmissions will be allowed after the due date for submission errors.

Past Due Assignments:

In preparation for the rigor and responsibilities of the workforce, all assignments and work must be completed and turned in on-time. **NO LATE WORK IS ACCEPTED.** If you have a medical or family emergency which will prevent you from getting your work done, it is YOUR obligation to either arrange for alternate means of assignment submission (e.g., send it to class with a roommate or friend) or to communicate with Caleb **BEFORE** the due date of the assignment to see if exceptions can be made. If your work is not turned in on time and you have not communicated with Caleb prior to the due date, do NOT email the instructor with justifications. You will simply not receive credit for the assignment.

Academic Honesty:

Academic misconduct includes, but is not limited to: disruption of classes, threatening an instructor or fellow student, giving or receiving unauthorized aid on examinations or the assignment preparation, knowingly misrepresenting the source of any academic work, plagiarizing another's work, or acting dishonestly in research. All University Policies concerning academic misconduct will be upheld in this course (cf., ISU Code of Conduct at Community Rights and Responsibilities [<http://www.deanofstudents.ilstu.edu/crr/>]). Of particular concern in a course with written assignments is the issue of plagiarism. *Plagiarism* is defined "the appropriations or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work" (Webster's, 1989, p. 1100). *If you turn in an assignment that contains plagiarized material (other people's words or ideas which are not cited appropriately and/or which you implicitly or explicitly represent as your own), you will receive a zero point.* This is non-negotiable. If you are unclear about what constitutes either of these, please read the relevant sections of the ISU's [Code of Student Conduct](#), Chapter V, Section B. You may also find it helpful to read http://integrity.ou.edu/files/nine_things_you_should_know.pdf. Cite your sources accurately and consistently in both your oral and written assignments. Academic misconduct will not be tolerated and may result in a failing grade on the assignment or in the class, depending on the incident's severity.

You will do some great research and work in this course, so please credit your work accordingly. APA style is the format used by the Communication discipline, and is the required format for all assignments in this class. It is your responsibility to become familiar with APA style if you are not already. Using proper citations and references will ensure your work is not plagiarized. Your assignments and final paper may be checked in turnitin.com or other academic honesty software.

Courtesy to Fellow Students and Instructors:

The classroom is a community, and, as such, the instructor requires that all course members (including the instructor) must follow several basic guidelines:

Cell Phones: The instructor has a strict no cell phone policy (this includes pagers and PDA phones) during class time. If you have a cell phone, be absolutely sure that it is turned *off* during class. If any student engages in a phone discussion, text message, or has their mobile ring during class, they will be asked to leave.

Late Arrival: There are sometimes unpredictable events prevent students from arriving to class on time for every class session. If this is the case, please be respectful of others, and enter the class as quietly as possible. However, repeated late arrivals will are not acceptable, and you may be asked to look into taking the course a different semester that is more aligned with your scheduling requirements should repeated late arrivals occur.

Departing Early: It is extremely rude and disruptive to both fellow classmates and the instructor when students leave early. Class is scheduled at the same time every week—work, study sessions, sports practices and doctor appointments should be scheduled accordingly. If you know in advance that you are going to be forced to leave the class early, be absolutely sure that you take a seat as close to the exit as possible so that when you do leave, your departure will cause a minimum of disruption. You should also notify the instructor before class of your early departure.

In-Class Talking: It is extremely important that all students respect their peers (as well as the instructor) and refrain from any unnecessary, disruptive, and off-topic discussions during class. The instructor encourages an open environment in which everyone has a right to express their own opinions and ideas. However, everyone should be able to do so without having to talk over any of their peers in order to be heard.

Electronic Devices: Under no circumstances are students allowed to use portable music devices (MP3 players, iPhones, etc.) or portable video game systems (PSP, mobile phones, etc.) during class. You come to class to learn. If students are observed using portable music or gaming devices after the class has started, they will be asked to leave the class.

Unique Academic Needs:

If you have an academic need or learning disability that should be taken into account in either classroom activities or exams, please be sure the proper documentation is delivered to the instructor in the first two weeks of the semester.

Religious Observances:

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. You may arrange to take an exam on an alternative date if the exam falls on a religious holy day. Let the instructor know in the first two weeks of the semester if any exam date falls on a religious holy day.

Course adjustments:

Any aspect of this syllabus, including the content and reading schedule, may be adjusted throughout the semester. Any changes will be announced in class and via RN. Students are responsible for checking RN for announcements at least twice weekly.

Course Schedule & Readings

Articles preceded with a * are recommended (but not required) readings to help diversify your knowledge in the week's content area.

19 August – Communicative Convergence & How to Be A Grad Scholar

[Carr] Zorn, T. E. (2002). Converging within divergence: Overcoming the disciplinary fragmentation in business communication, organizational communication, and public relations. *Business Communication Quarterly*, 65(2), 44-53. doi: 10.1177/108056990206500204

Kovalchick, S., & Mills, J. A. (2014) How to read an academic article. Retrieved from <https://www.iup.edu/WorkArea/DownloadAsset.aspx?id=177848>

* Jones, E., Watson, B., Gardner, J., & Gallois, C. (2004). Organizational communication: Challenges for the new century. *Journal of Communication*, 54(4), 722-750. doi: 10.1111/j.1460-2466.2004.tb02652.x

26 August – Org & Corporate Communication

Christensen, L. T., & Cornelissen, J. (2013). Bridging corporate and organizational communication: Review, development and a look to the future. *Management Communication Quarterly*, 25(3), 383-414. doi: 10.1177/0893318910390194

Kuhn, T. (2012). Negotiating the micro-macro divide: Thought leadership from organizational communication for theorizing organization. *Management Communication Quarterly*, 26(4), 543-584. doi: 10.1177/0893318912462004

Mazzei, A. (2014). A multidisciplinary approach for a new understanding of corporate communication. *Corporate Communications: An International Journal*, 19(2), 216-230. doi: 10.1108/CCIJ-12-2011-0073

* Argenti, P. A. (1996). Corporate communication as a discipline: Toward a definition. *Management Communication Quarterly*, 10(1), 73-97. doi: 10.1177/0893318996010001005

* Shelby, A. N. (1993). Organizational, business, management, and corporate communication: An analysis of boundaries and relationships. *The Journal of Business Communication*, 30(3), 241-267. doi: 10.1177/002194369303000302

2 September – LABOR DAY (No Class)

Independent readings for final projects

9 September – Org & Public Relations

- Gilpin, D. (2010). Organizational image construction in a fragmented online media environment. *Journal of Public Relations Research*, 22(3), 265-287. doi: 10.1080/10627261003614393
- Gossett, L. M., & Kilker, J. (2006). My job sucks: Examining counterinstitutional web sites as locations for organizational member voice, dissent, and resistance. *Management Communication Quarterly*, 20(1), 63-90. doi: 10.1177/0893318906291729
- Kennan, W. R., & Hazleton, V. (2006). Internal public relations, social capital, and the role of effective organizational communication. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 311-338). New York, NY: Lawrence Erlbaum.
- * Ferguson, M. A. (2018). Building theory in public relations: Interorganizational relationships as a public relations paradigm. *Journal of Public Relations Research*, 30(4), 164-178. doi: 10.1080/1062726X.2018.1514810
- * Kelleher, T. (2009). Conversational voice, communicated commitment, and public relations outcomes in interactive online communication. *Journal of Communication*, 59(1), 172-188. doi: 10.1111/j.1460-2466.2008.01410.x
- * Ledingham, J. A., & Bruning, S. D. (1998). Relationship management in public relations: Dimensions of an organization-public relationship. *Public Relations Review*, 24(1), 55-65. doi: 10.1016/S0363-8111(98)80020-9

16 September – Org & Intrapersonal

- Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14(1), 20-39. doi: 10.5465/AMR.1989.4278999
- Bartels, J., Pruyn, A., De Jong, M., & Joustra, I. (2007). Multiple organizational identification levels and the impact of perceived external prestige and communication climate. *Journal of Organizational Behavior*, 28(2), 173-190. doi: 10.1002/job.420
- Sims, R. L., & Keenan, J. P. (1998). Predictors of external whistleblowing: Organizational and intrapersonal variables. *Journal of Business Ethics*, 17(4), 411-421. doi: 10.1023/A:1005763807868
- * Albert, S., & Whetten, D. A. (1985). Organizational identity. *Research in Organizational Behavior*, 7, 263-295.
- * Neck, C. P., & Manz, C. C. (1992). Thought self-leadership: The influence of self-talk and mental imagery on performance. *Journal of Organizational Behavior*, 13(7), 681-699. doi: 10.1002/job.4030130705

23 September – Org & Interpersonal

- Horan, S. M., & Chory, R. M. (2011). Understanding work/life blending: Credibility implications for those who date at work. *Communication Studies*, 62(5), 563-580. doi: 10.1080/10510974.2011.582663

- Penley, L. E., & Hawkins, B. (1985). Studying interpersonal communication in organizations: A leadership application. *Academy of Management Journal*, 28(2), 309-326. doi: 10.5465/256203
- Sias, P. M., Heath, R. G., Perry, T., Silva, D., & Fix, B. (2004). Narratives of workplace friendship deterioration. *Journal of Social and Personal Relationships*, 21(3), 321-340. doi: 10.1177/0265407504042835
- Song, S.-H. (2006). Workplace friendship and employees' productivity: LMX theory and the case of the Seoul city government. *International Review of Public Administration*, 11(1), 47-58. doi: 10.1080/12294659.2006.10805077
- *Bridge, K., & Baxter, L. A. (1992). Blended relationships: Friends as work associates. *Western Journal of Communication*, 56(3), 200-225. doi: 10.1080/10570319209374414
- *Mao, H.-Y. (2006). The relationship between organizational level and workplace friendship. *The International Journal of Human Resource Management*, 17(10), 1819-1833. doi: 10.1080/09585190600965316
- *Morrison, R. L., & Nolan, T. (2009). I get by with a little help from my friends... at work. *Kōtuitui: New Zealand Journal of Social Sciences Online*, 4(1), 41-54. doi: 10.1080/1177083X.2009.9522443
- *Sias, P. M., & Cahill, D. J. (1998). From coworkers to friends: The development of peer friendships in the workplace. *Western Journal of Communication*, 62(3), 273-299. doi: 10.1080/10570319809374611

30 September – Org & Tech

Prospectus Due

- Kalman, Y. M., & Rafaeli, S. (2005, January 6). *Email chronemics: Unobtrusive profiling of response times*. Paper presented at the the 38th Annual Hawaii International Conference on System Sciences (HICSS), Big Island, HI.
- Walther, J. B., Carr, C. T., Choi, S., DeAndrea, D., Kim, J., Tong, S., & Van Der Heide, B. (2010). Interaction of interpersonal, peer, and media influence sources online: A research agenda for technology convergence. In Z. Papacharissi (Ed.), *The networked self* (pp. 17-38). New York, NY: Routledge.
- Wright, K. B., Abendschein, B., Wombacher, K., O'Connor, M., Hoffman, M., Dempsey, M., Krull, C., Dewes, A., & Shelton, A. (2014). Work-related communication technology use outside of regular work hours and work life conflict the influence of communication technologies on perceived work life conflict, burnout, job satisfaction, and turnover intentions. *Management Communication Quarterly*, 28(4), 507-530. doi: 10.1177/0893318914533332
- * Carr, C. T., & Walther, J. B. (2014). Increasing attributional certainty via social media: Learning about others one bit at a time. *Journal of Computer-Mediated Communication*, 19(4), 922-937. doi: 10.1111/jcc4.12072
- * McEwan, B., & Flood, M. (2018). Passwords for jobs: Compression of identity in reaction to perceived organizational control via social media surveillance. *New Media & Society*, 20(5), 1715-1734. doi: 10.1177/1461444817706073

7 October – Org & Group

- Hinds, P. J., & Mortensen, M. (2005). Understanding conflict in geographically distributed teams: The moderating effects of shared identity, shared context, and spontaneous communication. *Organization Science*, 16(3), 290-307. doi: 10.1287/orsc.1050.0122
- O'Reilly, C. A., & Roberts, K. H. (1977). Task group structure, communication, and effectiveness in three organizations. *Journal of Applied Psychology*, 62(6), 674-681. doi: 10.1037/0021-9010.62.6.674
- Wilson, D. O. (1992). Diagonal communication links within organizations. *The Journal of Business Communication*, 29(2), 129-143. doi: 10.1177/002194369202900202
- * Brummel, R. F., Nelson, K. C., & Jakes, P. J. (2012). Burning through organizational boundaries? Examining inter-organizational communication networks in policy-mandated collaborative bushfire planning groups. *Global Environmental Change*, 22(2), 516-528.
- * Panteli, N., & Davison, R. M. (2005). The role of subgroups in the communication patterns of global virtual teams. *IEEE Transactions on Professional Communication*, 48(2), 191-200. doi: 10.1109/TPC.2005.849651

14 October – Org & Culture

- Ballard, D. I., & Seibold, D. R. (2000). Time orientation and temporal variation across work groups: Implications for group and organizational communication. *Western Journal of Communication*, 64(2), 218-242. doi: 10.1080/10570310009374672
- McCann, R. M., & Giles, H. (2006). Communication with people of different ages in the workplace: Thai and American data. *Human Communication Research*, 32(1), 74-108. doi: 10.1111/j.1468-2958.2006.00004.x
- Vora, D., & Kostova, T. (2007). A model of dual organizational identification in the context of the multinational enterprise. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 28(3), 327-350. doi: 10.1002/job.422
- * Fredriksson, R., Barner-Rasmussen, W., & Piekkari, R. (2006). The multinational corporation as a multilingual organization: The notion of a common corporate language. *Corporate Communications: An International Journal*, 11(4), 406-423. doi: 10.1108/13563280610713879

21 October – Org & Life

Student-identified readings for 4 & 11 November sent to Caleb

- Hoffman, M. F., & Cowan, R. L. (2008). The meaning of work/life: A corporate ideology of work/life balance. *Communication Quarterly*, 56(3), 227-246. doi: 10.1080/01463370802251053
- Kirby, E. L. (2006). "Helping you make room in your life for your needs": When organizations appropriate family roles. *Communication Monographs*, 73(4), 474-480. doi: 10.1080/03637750601061208

- Kirby, E., & Krone, K. (2002). "The policy exists but you can't really use it": Communication and the structuration of work-family policies. *Journal of Applied Communication Research*, 30(1), 50-77. doi: 10.1080/00909880216577
- * Gibson, M. K., & Papa, M. J. (2000). The mud, the blood, and the beer guys: Organizational osmosis in blue-collar work groups. *Journal of Applied Communication Research*, 28(1), 68-88. doi: 10.1080/00909880009365554

28 October – Org & Networks

- Feeley, T. H., Hwang, J., & Barnett, G. A. (2008). Predicting employee turnover from friendship networks. *Journal of Applied Communication Research*, 36(1), 56-73. doi: 10.1080/00909880701799790
- Manev, I. M., & Stevenson, W. B. (2001). Balancing ties: Boundary spanning and influence in the organization's extended network of communication. *The Journal of Business Communication*, 38(2), 183-205. doi: 10.1177/002194360103800203
- Piercy, C. W., & Lee, S. K. (2019). A typology of job search sources: Exploring the changing nature of job search networks. *New Media & Society*, 21(6), 1173-1191.
- * Lewis, L. K. (1999). Disseminating information and soliciting input during planned organizational change: Implementers' targets, sources, and channels for communicating. *Management Communication Quarterly*, 13(1), 43-75. doi: 10.1177/0893318999131002

4 November – Supplemental Readings

TBD

11 November – Supplemental Readings

TBD

18 November – NCA (No formal meeting—project work time)

NCA Assignment

Caleb available for consultation, drafting, etc. during scheduled class time. Please let him know before class if he'd be helpful.

25 November – THANKSGIVING BREAK (No Class)

2 December – Project Presentations

Final Papers Due

Peer Readings (due prior to class on 18 November)

9 December – NO CLASS (Final Exam Week)