DIVERSITY IN ORGANIZATIONAL COMMUNICATION 297
STUDENTS, THIS IS A SUPPORTIVE ENVIRONMENT WHERE EACH OF YOU WILL LEARN
BY SHARING YOUR VOICE OF DIVERSITY!

Instructor: Tara Perry
Class Location: 
Class: 
Office Hours: 
Email: tara.perry@wwu.edu

“When you know something, say what you know. When you don’t know something, say that you don’t know. That is knowledge,” Kung Fu Tzu (Confucius).

Note: The instructor reserves the right to make changes to the course curriculum such as the syllabus and course related content throughout the quarter. Therefore, it is important to attend class regularly. All students are required by WWU to be present throughout the quarter and finals week. I will not permit anyone to leave early nor will I give students assignments or exams in advance to satisfy a personal departure. For questions please contact the Office of Student Life.

COURSE DESCRIPTION:
In this course students are introduced to the fundamentals of organizational communication and voices of diversity at work. Students will apply the organizational theories learned through class discussion, assignments, exams, and the direct service learning organization they will select. The variety of service learning organizations will include the Ethnic Student Center, Food Bank, Women Care, and others. Topics will include an introduction to organizational theory, the changing workplace, diverse voices, and guidelines for better relationships in organizations.

COURSE GOAL:
The goal of this class is to prepare students to work effectively with diverse teams. In addition, students will be able to learn how to apply organizational communication theories to a real life service-learning work environment.

LEARNING OBJECTIVES:
1. To recognize communication challenges in organizations and apply class concepts to provide solutions.
2. To be effective participant observers in organizational settings.
3. To become aware of diverse groups and their voices.
4. To provide a professional report on communication in a direct service learning organization.
5. To recognize the importance of sustaining and developing positive relationships between coworkers and their superiors.

REQUIRED TEXTS & MATERIALS:
- Reserved class materials.
- 1 Pocket folder for hand-outs and class assignments.
- Positive and pleasant attitude.
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
ADA Statement: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systematic, learning, and psychiatric disabilities. Reasonable accommodations are available for students who have a documented disability. Please notify the instructor and Office of Student Life during the first week of class of any accommodation(s) needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through David Brunnemer, Director of Disability Resources. His office is located in Student Support Services, Old Main 110. Office Phone: 650-3083. E-mail and Website: drs@wwu.edu, http://www.wwu.edu/depts/drs/.

GRADE DISTRIBUTION  (TOTAL POSSIBLE POINTS)

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>350-322</td>
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<td>A-</td>
<td>321-315</td>
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<td>B+</td>
<td>314-305</td>
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<tr>
<td>B</td>
<td>304-294</td>
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<tr>
<td>B-</td>
<td>293-280</td>
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<td>C+</td>
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<td>D+</td>
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<td>D-</td>
<td>222-210</td>
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<td>F</td>
<td>209-0</td>
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GRADING:
Every effort will be made to grade and return course materials within a week of their completion. All assignments given to the instructor need to be stapled. The instructor will not collect unstapled papers. It is the student’s responsibility to keep extra copies of all turned in and graded assignments.

- Organizational Diversity Mission Statement: 20 points
- Discussion Leaders (unannounced): 20 points
- Organizational Service Learning Progress Report (oral & written): 25 points
- Diversity Chat Video: 25 points
- Participation (all in & out class duties, ch. quests, etc.): 35 points
- Quiz 1: 45 points
  (Be sure to do all chapter questions & readings)
- Diversity Integration Paper & Presentation: 80 points
- Exam (comprehensive): 105 points

**Total Points: 350**

Goals of Direct Service Learning:

**Note:** You are to implement organizational communication theories and concepts of diversity in every aspect of your service learning experience. Everything you do with the S.L. agency must be professional and representative of WWU. You will notice that all organizations have their own unique cultures, therefore please walk in with an open mind and share with the organization the skills you have learned. You are providing a service to the organization (written & oral report, a small project, and organizational communication expertise) and the organization is providing a service to you (hands on organizational experience, participant observation, a diverse perspective, application of course material, and a final project).

- To work as a cohesive team in and out of the non-profit service learning organization.
- To be open to diverse thoughts and perspectives.
- To gather information on the agency such as: Mission, vision, structural chart, written articles, artifacts, and face to face interviews.
- To observe the organizational culture, communication styles, flow of communication, networks, & communication issues.
- To gain first hand experience in analyzing organizational communication through participating in staff meetings, board meetings, conducting interviews, participating on site & off site etc.
- To observe communication styles, flow of communication, communication issues etc.
- To provide clear communication between you, your contact employer, and the instructor to meet all deadlines, goals, needs/concerns.
- To be persistent and professional as an individual and team.
To develop a useful written and oral communication product that can be immediately implemented by the agency.

• To serve as mini organizational consultants.
• To have a positive growing experience throughout this course.

ASSIGNMENT DESCRIPTIONS: Please see individual forms constructed by the instructor for more descriptive guidelines. These forms are located on reserve. Note: Proof read all assignments submitted to the instructor. Five points will be subtracted for spelling and grammatical errors.

Reflection Defined: Thoughts, feelings, past/present experiences, group interactions and communication, connection between in-class material and the actual service learning business setting.

Service Learning Responsibility:
Each group will be expected to function autonomously to complete the task given by the organization. As a group, you are expected to set-up an initial meeting with your group’s organizational contact (this should be done by the second week of classes), establish clear parameters, expectations regarding the service, and work together as a team. During the quarter, each group will be required to present one oral progress report accompanied by an outline, a group presentation/paper (see syllabus for due date). This activity is to allow each group member to increase his or her understanding of organizational communication as an effective participant-observer in a non-academic setting, and to be able to apply in-class readings/concepts.

All students will serve 8-10 hours; arrange out-of-class times for members to serve as a team or individually (whatever works for your group and the contact person). We will discuss options for non-profit organizations and other direct service opportunities in class.

Hours Described: 8-10 hours of direct service (minimum 1 hour per week)

2 hours of prep time (included in the total 10 hrs): errands, phone calls, e-mails, group meetings, etc. (be sure to specify with instructor and do include your individual log of minutes). Each member must submit a signed log sheet at the end of the quarter.

Instructor will be in contact with the S.L.C. & organization contact weekly.

Note: Service learning group projects MUST be fully completed with the designated organization before a final grade is given for the course. Failure to complete your service learning project will result in an F grade for the class. A member of the organization or the Service Learning Center will notify the instructor of groups who completed the project.

Diversity Chat Video: In a team, students will develop their own unique 10 minute video entitled ‘voices of diversity’. For class viewing, videos must be organized, clear, demonstrate all the age groups listed below, and appropriate for all viewers. High grades will only be distributed to groups who put a great deal of effort into the assignment and meet all guidelines. Each team will be asked to go on and off campus and speak to diverse groups of people. Students will be responsible for developing questions for their respondents. Questions are as follows: What does diversity mean to you? How important is it to include diversity into an educational curriculum and why? (Feel free to add more questions) A member from each age group must be interviewed for the assignment: 21-37, 38-59, 60-70 years of age. The instructor will also grade on creativity. Have a plan as to how you will tackle this assignment. The instructor will not return the videos, so please make a copy for you. Note: Video equipment can be checked out by media services. Given that they are frequently busy, reserve a camera and tripod early.

Diversity Mission Statement: Students will be responsible for developing their own personal organizational diversity mission statement. The mission statement must have three to four unique areas that the student will focus on. Students are to develop a written statement that they would present to their boss, an upcoming organization, or employees. This statement should inform people about personal goals and thoughts regarding an organizational statement. Keep in mind that the assignment should be provided to and read by people in the workplace. Make note of what you read in class thus far and what you have learned. The mission statement must be 1-2 pages long. Grammar, spelling, organization, and a well developed diversity statement will be part of the student grade.
Service Learning Diversity Group Paper & Presentation: In pairs (don’t go to the organization in large groups. Take shifts.). Students are responsible for writing a descriptive analysis of the organization’s culture. You are to take note of success areas and areas needed for improvement in the area of organizational communication and diversity. Groups will compile observations of their organizations, be detailed about the organization’s culture, present their findings to the class, and the organization. You are to act as mini consultants within the organization. At all times you should be taking notes on the process of organizing that you observed, all of what makes up the culture of the organization, conducting scheduled interviews with employees and employers, collecting organizational literature and artifacts, ATTENDING STAFF MEETINGS, and being objective throughout the process. Your goal is to write a thorough reflection paper by applying class theories and concepts to what you observed at the organization and learned in class regarding diversity & organizational communication. Requirements will include a group paper approximately 10 pages (not including the references, title page, or appendix). At the beginning of your first service learning meeting with your peers, you should decide how each person will document service experiences in order to contribute and share materials with the rest of the group (for example students should keep a log of their observations, minutes of meetings (what was discussed at each meeting), dates, times, interviews, interactions etc. in journals, weekly written reports, or case documentation notes). The instructor will rely heavily on your recorded experience, researched material, integration of class text/articles, findings, and reflection. A copy of your paper may be presented to the organization so that they may be able to apply labeled concepts to organizational communication issues within their non-profit organization. For ethical reason and protection, please use different names to protect your subjects. Groups schedule a meeting with the professor by the second or third week of the quarter. Waiting until the last week to construct your paper will result in non-passing grade for the assignment.

Service Learning Oral & Written Progress Report: A group report will be given sometime during the quarter. Be sure to include: your personal reflection of thoughts, feelings, and connections with the class material learned. Each group will be given 15-20 minutes to update the class on the progress of their direct service learning projects. The report should be presented in an organized fashion and well prepared. For the update, groups must submit a detailed outline responding to EACH question in full. Divide the progress report into the three sections given. A copy must be given to the instructor before presenting. Feel free to use the overhead or other forms of presentational materials. The two key purposes of the progress report is to demonstrate integration of course concepts and prepare you for your final group service paper & presentation at the end of the quarter as well as update the class and instructor of your progress. Students will frequently be asked to relate their S.L. experience and professional communication skills learned along with frustrations. Each will be given the opportunity to strategize in order to make their organization a more effective place to work. (See forms for specifics)

Discussion Leaders (DLs): Students (depending on class size) will be responsible for presenting organized discussions based on the chapter(s)/article(s) read. In other words, you are responsible for including the class in a discussion. Be sure to clearly identify the purpose of your presentation. Each leader must include text terms and concepts, chapter questions, be organized, include an introduction and conclusion. Each leader should discuss how the chapters relate to your service learning organization experience. Presentations MUST be professional. Students should plan a 25 minute discussion. You are permitted to be creative. The instructor will be present to guide your discussion, pose questions, and go over key points.

Exam & Quiz: Testing will focus on integration, application, skills, and concepts learned from the text, articles, service learning content, in-class discussions, and chapter questions.

Participation: Students are expected to participate daily…in class discussions, group projects, feedback to discussion leaders, past & personal experiences, exercises & activities assigned, role plays, skills, and most importantly…professionally present yourself daily etc. Due to the nature of this class punctual attendance is important both in and out-of-class meetings. Three points per class will be deducted after the first absence.

COURSE OUTLINE: Complete readings by the first class meeting of each day. Discussion leaders will be responsible for presenting on unannounced days. Students are responsible for all chapters, articles, and chapters that are not discussed. Each leader should discuss how the chapter or article best relates to your service learning organization experience and class. Forms to accompany assignments can be
retrieved on reserve in the library. The instructor hopes to have all forms available on her website sometime during the quarter, but for now copy them from the library.

**Note:** Complete discussion questions at the end of each chapter of Corman. Students are responsible for chapters not discussed.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Chapter/Topic</th>
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<tbody>
<tr>
<td>1</td>
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<td>Introduction to the course; Expectations; Get to know Ex; Sign ups: Quote, Activity Leaders, snacks, Service Learning Guest/ Select Sites, Announce S.L. Teams <strong>Review Discussion Leader Responsibility &amp; Participation Assign:</strong> Ch 1 &amp; 2 in Voices; Ch 1 in Corman et. al S.L. Teams: Contact Service Learning Org by 10/4 &amp; report to instructor the contents of discussion by email with all members’ names included. Five points will be subtracted for missed reports.</td>
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<td>Collect Quotes; Discuss Constructive Criticism; Intro to Org.Com Ch 1 &amp; 2 in Voices; Ch 1 &amp; 2 in Corman Ch 3 in Voices; Ch 3 &amp; 4 Due date for S.L. teams to email instructor <strong>Review Diversity Chat Video</strong></td>
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<td>Ch 4 in Voices; Ch 5 &amp; 6 in Corman Students should have met with S.L. Agency &amp; Begin Service Learning Project; **Review S.L. Progress report and End presentation. Ch. 5 in Voices; Ch 7, 8, &amp; 10; **Review Diversity Mission Statement</td>
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<td>Ch. 6 in Voices; 12 &amp;17 in Corman S.L. Progress report due Ch. 7 in Voices; 15 &amp;16 in Corman Diversity Mission Statement Due (3-4 areas of focus)</td>
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<td>Ch 8 in Voices; 18,19,20 in Corman; **Review Diversity Paper Diversity Chat Videos Due, QUIZ (35 min)</td>
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<td>Ch 9 &amp; 10 in Voices; 29 in Corman Midterm Eval with S.L.C; Groups prepare first draft of final paper due 11/8.</td>
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<td>Ch 11 in Voices; 24 &amp;25 in Corman 26 &amp; 27 in Corman; First draft of final paper due</td>
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<td>8</td>
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<td>Ch 21, 23, &amp; 28 in Corman Ch 12, 13, &amp; Epilogue in Voices</td>
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<td>9</td>
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<td>Ch 31, 33, &amp; Epilogue</td>
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<td>Exam Last day of service learning with org; Final</td>
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Quarter Evaluation with S.L. Agency;
S.L. Paper Due 11/29 or 12/3 by 4:00 p.m.

Service Learning Presentations 1, 2, & 3
Service Learning Presentations 4 & 5; Class Evaluation