

Upper Iowa University

LOCATION

Upper Iowa University – Madison Center
4601 Hammersley Road
Madison WI 53711
Office: 608.278.0350 Fax: 608.278.0354
uiu@madison.tds.net

PROGRAM

Organizational Communication COMM305 Course 3 credits

COURSE IDENTIFICATION

Organizational Communication COMM305 Course 3 credits
Full course description including prerequisites as listed in the current
Extended University Catalog

TERM INFO

Oct. 24, 31, Nov. 7, 14, 21 December 5, 12 and 18. No class on Nov. 24.
Class times: 8:00 to 1:30

INSTRUCTOR

Mary Paul Long email: marypaullong@yahoo.com
longm@peacocks.uiu.edu

INFORMATION BIOGRAPHY

See attached page

TEXT

Cheryl Hamilton, *Communicating for Results: a Guide for Business and the Professions*, 8th ed. (Belmont, CA: Wadsworth, 2007).
PLEASE NOTE: This text is REQUIRED for this class. Coming to class without the text will create an academic disadvantage. An open book quiz will be given during the first class.

GENERAL EDUCATION TASK STATEMENT

Either singly or as part of a group, competently explain a process or argue a thesis orally before a public audience for a minimum of five minutes

READINGS

Class one: Chapter 1-6, Class two: Chapter 9, Class three, Chapter 10, Class four, Chapters 7-8, Class five, Chapter 11-12, Class six, Chapter 13 and 14.

EXAMS

Midterm exam on November 14. Short answer and essay.
Final on December 18. Oral Presentation.

ASSIGNMENTS

Research paper, 4-5 pages covering film, *12 Angry Men*.

GENERAL EDUCATION TASK ASSIGNMENT

Select a topic suitable for a persuasive presentation. Topics need to be approved by Instructor. Develop a 5 minute presentation complete with outline and visuals.

TECHNOLOGICALLY MEDIATED DEVICES Out of respect to the teacher and the other students, it is imperative that all electronic devices be turned off upon entering the classroom

Objectives As a result of your participation in this class you will be able to:

- A. Analyze communication as a transactional process involving effective and ethical behaviors in business and professional settings.
- B. Demonstrate listening skills that contribute to achieving accuracy in interactions.
- C. Explain various types of traditional and electronic resumes.
- D. Display skills for participating effectively in the interview process.
- E. Analyze factors involved in establishing effective relationships.
- F. Demonstrate awareness of effective leadership styles and leadership skills.
- G. Demonstrate skills that lead to success in problem solving contexts.
- H. Create appropriate visual aids.
- I. Present effective informative and persuasive speeches.
- F. Evaluate basic communication theories, the communication process, and organization models.
- G. Critically assess the effectiveness of communication styles and methodology within an organization.
- H. Analyze communication processes and practices within an organization.
- I. Apply communication skills required to be successful in a business environment.

Units of Instruction

- A. Interpersonal and organizational communication
- B. Interviewing and group communication
- C. Oral presentations

Methods of Instruction – a variety of the following instructional methods may be used during the semester:

- A. Lecture
- B. Discussion groups
- C. Sample presentations
- D. Guest speakers
- E. Role playing
- F. Videos, CDs
- G. Student performances

Evaluation - Point values will be assigned to the following:

A. Written exams (3 including the final)	250 pts.
B. Minimum of three oral presentations	250 pts.
C. One team project problem-solving project	100 pts.
D. Simulated or real interview.	100 pts.
E. In class participation activities.	200 pts.
Total possible pts. 1000 pts.	

GRADING

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

CITATION

Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources. (include this note on all syllabi.)

UPPER IOWA UNIVERSITY'S STANDARD GRADING SYSTEM

A = Excellent: all work shows exceptional understanding of material, participates in class in a way that benefits all learners, logical, clear, and insightful written and oral work, incorporates knowledge from other sources and moves easily to the next level of understanding, works well beyond minimum requirements
B = Superior: understanding of material is good to very good, class participation demonstrates good grasp of material, good oral and written skills, produces more than the minimum requirements, quality of all work is high
C = Average: satisfactory understanding of the material, submits only the minimum requirements, communicates adequately in oral and written formats, and displays an adequate understanding of all basic concepts
D = Passing: quality and quantity written and oral work is below average and barely acceptable
F = Failure: quality and quantity written and oral work are unacceptable

CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender's own integrity, they will not be tolerated. Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
 - the copying of other students' work or allowing others to copy your work,
 - the submission of work that is not your own or allowing others to submit your work as theirs,
 - the submission of the same work for two or more classes without the approval of any instructors involved.
- Academic dishonesty includes, but is not limited to:
- sharing academic materials knowing they will be used inappropriately,
 - having access to another person's work without permission,
 - providing false or incomplete information on an academic document,
 - changing student records without approval. Plagiarism includes, but is not limited to:
- the presentation of another's published or unpublished work as one's own,
 - taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
 - . Using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals~ by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service. (EU Catalog, pg. 73)

LIBRARY RESOURCES

As a student of Upper Iowa University, you have access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, you can access the library through the University's website. Go to: www.uiu.edu and click on the Library option located on the left side of the home page. To use the InfoTrac, type in the user name of uiu, and contact your advisor for the password. Be sure to use all lower case as the both items are case sensitive.

Attendance and Participation

I emphasizes group interaction in the classroom. If you are absent, you do not gain the benefit of class involvement and are not contributing to the learning of other students in the class. Exception: circumstances occasionally arise which may cause you to miss class. Additionally, it is important to arrive at class on time. Please contact me beforehand by phone or e-mail if you will be absent for a workshop.

Class participation is a graded part of your coursework during workshop meetings. During local workshop meetings, you are expected to have all readings completed, and then engage in, and contribute to, class discussions on the topics and objectives of the workshop. Please review the Point Values shown above.

Please note that both quantity and quality are important considerations when it comes to participation. A statement which says simply, "I agree," for example, would not constitute participation since it does not add anything of substance to the class discussion. In order to earn full participation points, you must add something of substance to the discussion, which would consist of new ideas, your perspectives, pointed follow-up questions, or examples.

LEARNING TEAMS

You are expected to work effectively in diverse groups and teams to achieve tasks. You must collaborate and function well in team settings as both leaders and followers. You should respect human diversity and behave in a tolerant manner toward colleagues and peers. Part of the learning we will be experiencing will be enriched through diversity via people from different ethnic backgrounds, cultures, religions, and industries. In celebrating diversification, we can appreciate, respect and value individual differences while encompassing an infinite range of unique characteristics and experiences, including communication styles, speed of learning, and comprehension. Please remember to exhibit tolerance, compassion, and empathy with your fellow students and me.

Several of the assignments in this class will be completed in Learning Teams of three to five students. These teams will be set up during the first workshop. If you experience difficulties working with your team, you are expected to resolve them within the team if possible. However, please feel free to contact me for guidance if you have concerns in this area.

Because Learning Team projects are outcome-based, all members of your Learning Team will generally earn the same grade for Learning Team projects. However, I reserve the right to report different grades for different Learning Team members if I see a substantial imbalance in individual contribution.

Missing or Late Assignments or Exams

It is assumed that students will perform professionally in preparing work required for this class and will submit all assignments by their due date. **All documents are to be spell-checked and grammar-checked, and follow general APA requirements (i.e., numbering, paragraphs, title page, headings, references, citations, etc.).** I expect all work to be submitted on time. E-mail the case studies and papers to my e-mail address as a Word attachment only. **State the week, your last name and description in the subject line of the e-mail as in the following: "Jones-Paper" or "Team A-Case Study" or "Team B-Paper& Presentation."** I will be flexible if you alert me ahead of time that you will be late for a very good reason, such as hospitalization, death in the family, car accident, etc. Work submitted late without proper authorization from me will be penalized at least 10 points for each day late. No assignments will be accepted after the last workshop date. Extra credit is not given.

Feedback

During our four meeting sessions, I will facilitate your learning to assist in achieving your professional goals. Your papers will be returned to you via your personal e-mail address with comments and suggestions on them.

Incomplete Grades

I do not provide incompletes for this course.

Introduction of Mary Paul Long

Mary Paul Long has a very familiar face and voice to many Wisconsin residents. For more than 10 years she was a popular media personality, often referred as the "Animal Lady". Mary Paul appeared on several weekly TV programs and was often heard on a variety of radio shows discussing issues such as health tips for pets and animal welfare topics.

She was educated in private schools and attended Rockford College where she earned a B.S. in Anthropology/Sociology and a M.B.A. from Concordia University in Managerial Communications. She was a sixth grade teacher for eleven years and then served as an assistant to the principal in an elementary school. Mary Paul was twice recognized on the state level for the innovative educational programs she developed. She has also presented at State and National Teacher and School Administrators Conventions.

Mary Paul continues to teach. She has moved from the elementary classroom to the college campus (Concordia, MATC, Upper Iowa, Edgewood, Cardinal Stritch and Herzing) where she teaches undergraduate and graduate courses in Organizational Behavior, Principles of Management, Public Speaking and Marketing. During the summer semester Mary Paul has lead student groups to Europe and Africa and recently returned from a teaching assignment in Ecuador. In 2008, she was named Concordia's Graduate Teacher of the Year in the School of Business and Legal Studies.

Ms. Long was the youngest delegate at the 1976 Democratic National Convention and also served for two years as the Whiteside County Democratic Chairperson at the age of 20. She was appointed to the Illinois Platform committee and also served as a 19th District "Jimmy Carter for President" Coordinator.

It is difficult to believe, but true, that Mary Paul is a cowgirl at heart. During the late 80's Mary Paul became the co-owner of a herd of registered black Angus cattle. During this period she also managed over 1400 acres of farm land owned by her family. Today, she, along with Wisconsin's Former Governor, Tommy Thompson, own and raise more than 90 registered Belted Galloways.

In 1991, she was hired as the development and public relations person at the Dane County Humane Society. Mary Paul is credited for increasing the fund raising revenue at the Shelter from \$80,000 in 1991 annually to more than \$1,800,000 in 2001. In 2000, the Dane County Humane Society completed a 5.5 million dollar project and moved into their beautiful new state of the art facility. Mary Paul was responsible for many of the shelter's new programs, fundraising events and much of the growth that the Humane Society had. During the 2001 Humane Society Board upheaval, Mary Paul resigned. Since then she has been appointed to the Board of the UW School of Veterinary Medicine and is also serving as a director of Wisconsin's Women Health Foundation.

Mary Paul was named by *Madison Magazine* as one of Madison's Most Creative Persons, and awarded top honors from the Madison Marketing Association for her work with the Humane Society. She served as a consultant and personal aid to Governor Tommy Thompson's during his Presidential Campaign. She currently serves as a consultant to several nonprofit organizations in Wisconsin.

In her free time she enjoys traveling. She has been on a reindeer safari in the Arctic of Finland, on a camel caravan in the Sahara Desert, an elephant trip into the bush of Zimbabwe, swam with sharks in the Atlantic Ocean, hunted crocs in Belize, trekked through the swamps and jungles of the Amazon and has tasted some interesting "food" in China.

Mary Paul is married to Dr. Richard Gartner and they are the parents of five children ranging in age from 28 to 36. When not traveling they enjoy remodeling homes, selling real estate and water sports. They share their home with two little dogs, Professor Patterman and Mrs. Murphy.