

EUROPEAN STUDY CENTER (ESC)  
HEIDELBERG, GERMANY  
SUMMER II: JULY 3 – August 2, 2019

**COMM 4399/6399: Organizational Communication: Purpose, Engagement, and Change**  
**PROFESSOR:** Raymond Blanton, Ph.D.  
**EMAIL:** rlblanto@uiwtx.edu  
**CLASS HOURS:** M-TH 9:00 AM – 12:00 PM

**REQUIRED READING**

John Bielenberg, Mike Burn, and Greg Galle, with Elizabeth Evitts Dickinson. *Think Wrong: How to Conquer the Status Quo and Do Work That Matters*. San Francisco: Instigator Press, 2016.

Daniel Coyle. *The Culture Code: The Secrets of Highly Successful Groups*. Bantam, 2018.

Tom Kelly and David Kelly. *Creative Confidence: Unleashing the Creative Potential Within Us All*. New York: Crown Business, 2013.

Simon Sinek. *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Portfolio, 2011.

**COURSE DESCRIPTION:** Organizational Communication explores the dynamics of purpose, engagement, and change in the context of human organizing. For millennia, humans confront challenges by assembling around common values—creating organizations. In this course, we will learn and develop practices that empower us to adapt and thrive in a variety of organizational settings and situations. Additionally, we will explore the important role of coaching and consulting in organizational culture. We will pursue these objectives through readings, screenings, active listening, class discussion, critical note taking, written assignments, public oration, group collaboration, and various cultural experiences and travel excursions.

**LEARNING OUTCOMES**

Develop skills in critical reading, note taking, and mindset.

Master the canons of rhetoric: organization, arrangement, style, memory, and delivery.

Advance critical thinking related to cultural experience, social movements, and crises.

Enhance the development of purpose and vision through reflection, research, interviews, and other innovative methods (e.g. mind mapping).

Improve your capacity for collaboration and change.

**ASSESSMENT**

Class discussion and impromptu oration. listening,

Deliver a casual and professional speech.

Writing purposeful critical reflections.

Individual research, group collaboration, and individual consultation and coaching.

Planned and impromptu excursions.

**DISABILITY ACCOMMODATIONS:** The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

**PREGNANCY ACCOMODATIONS:** Under the Department of Education’s (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services  
4301 Broadway CPO 286  
Administration Building – Suite 105  
San Antonio, TX 78209  
(210) 829-3997  
(210) 829-6078  
[www.uiw.edu/sds](http://www.uiw.edu/sds)

**ACADEMIC INTEGRITY STATEMENT:** The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, and falsification of academic record, unauthorized reuse of work, theft, or collusion. See the Student Handbook for definitions and procedures for investigation of claims of academic dishonesty.

**CLASS ABSENCES FOR RELIGIOUS OBSERVANCES:** The University of the Incarnate Word welcomes persons of diverse backgrounds and is therefore committed to providing reasonable accommodations for students wanting to attend religious observances and who will miss class. Students must inform instructors at least two weeks prior to attending a religious observance. Students use the form found in the UIW Student Handbook and Student Code of Conduct to requests accommodations from the instructor.

**TITLE IX INFORMATION:** University of the Incarnate Word is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from sexual misconduct, including sex based discrimination; sexual harassment; sexual assault; sexual exploitation; stalking; relationship violence (including domestic and dating violence), and retaliation. The University of the Incarnate Word is committed to addressing and working towards preventing crimes of sexual violence. The university encourages the prompt reporting of any incidents. For more information, or to report an incident, please visit [www.uiw.edu/titleix](http://www.uiw.edu/titleix).

## ASSIGNMENTS

**Critical Reflection(s):** Class discussion and continuing conversations will be integral to a meaningful class experience. Immersive learning means we use ALL of our senses (sight, sound, and smell – taste and touch) to submerge ourselves in the intricacies of the surrounding culture. Each class will focus on particular readings, watching, listening, and experiences to provoke critical reflections and questions. As such, students will select either an oratorical or written critical reflection to perform/submit at the conclusion of week 1 and week 2 that accounts for (1) what we are learning; (2) why it matters; and (3) how we intend to enact our learning more practically in our life and work.

**Individual Presentation:** You will select a topic of local, regional, national or international importance related to the course and demonstrate your mastery of the canons of rhetoric (organization, arrangement, style, memory, and delivery). This presentation should include minimal use of media and focus on public oratory (time – 4-6 minutes with an additional 2-3 minutes for impromptu questions and answers). Focus on the relationship between your communication competence and confidence. A detailed rubric will be provided.

**Group Presentation:** You will select a topic of local, regional, national or international importance related to the course and collaborate on a group presentation that demonstrates your mastery of the canons of rhetoric (organization, arrangement, style, memory, and delivery). This presentation should include varied uses of media along with public oration (time – 10-12 minutes with an additional 2-3 minutes for impromptu questions and answers). Focus on the relationship between your communication competence and confidence. A detailed rubric will be provided.

**Participation:** Immersion is essential to meaningful learning experiences. To that end, immersion demands our participation—our deepest attention and awareness. Come to class everyday. Be prepared. Be curious. You will be evaluated on the quality and consistency of your class contributions, including class discussions, potential excursions, asking thought-provoking questions, engaging courteously with your colleagues, staying on task during in-class activities, and being attentive audience members during your classmates' presentations.

## GRADING RUBRIC

Grade	Descriptive Grade	Numeric Grade	Grade Points
A	Excellent Scholarship	93-100	4.00
A-	Excellent Scholarship	90-92	3.70
B+	Good Scholarship	87-89	3.30
B	Good Scholarship	83-86	3.00
B-	Good Scholarship	80-82	2.70
C+	Satisfactory Scholarship	77-79	2.30
C	Satisfactory Scholarship	70-76	2.00
D+	Poor Scholarship	67-69	1.30
D	Poor Scholarship	63-66	1.00
D-	Poor Scholarship	60-62	0.07
F	Failure	Less than 60	0.00

Grade	Assignment	Grade Points
	Critical Reflection 1	15
	Critical Reflection 2	15
	Critical Reflection 3	15
	Individual Presentation	20
	Group Presentation	20
	Participation	15
	Total Points	100

Before Class	Week/Class	Date	In Class
The Culture Code	1.1	Monday 7/8/19	Purpose: The Culture Code [Introduction – Skill 1]
The Culture Code	1.2	Tuesday 7/9/19	Purpose: The Culture Code [Skill 2 – Skill 3]
	1.3	Wednesday 7/10/19	Excursion
The Culture Code	1.4	Thursday 7/11/19	Purpose: The Culture Code [Reflection – Application]
Start with Why	2.1	Monday 7/15/19	Engagement: Start with Why [Introduction – Part 1 – 2]
Start with Why	2.2	Tuesday 7/16/19	Engagement: Start with Why [Part 3 – 4 – 5]
	2.3	Wednesday 7/17/19	Excursion
Start with Why	2.4	Thursday 7/18/19	Engagement: Start with Why [Part 6 - Afterword]
Creative Confidence	3.1	Monday 7/22/19	Change: Creative Confidence [Introduction – Chapter 1-4]
Creative Confidence	3.2	Tuesday 7/23/19	Change: Creative Confidence [Chapter 5-8]
Creative Confidence	3.3	Wednesday 7/24/19	Excursion
	3.4	Thursday 7/25/19	Change: Creative Confidence [Reflection – Application]
Think Wrong	4.1	Monday 7/29/19	Change: Think Wrong [Introduction – Chapter 1-3]
Think Wrong	4.2	Tuesday 7/30/19	Change: Think Wrong [Chapter 4-6 – Conclusion]
	4.3	Wednesday 7/31/19	Excursion
	4.4	Thursday 8/1/19	Individual/Group Presentations in <i>Thingstette Amphitheatre</i> Consulting/Coaching Assessments