

Course Outline for COM 321: Case Studies in Org. Communication

Fall 2014 | CH 012: Weds., 6.00–9.00 p.m. (until 10/18)

Craig L. Engstrom, Ph.D.
Assistant Professor, Dept. of Comm. Arts & Sciences
Lehmann Hall 208 | 630.617.6170 | engstromc@elmhurst.edu

Office Hours: Tues./Thurs. 9.30–11 a.m.; Weds.
4.30–6 p.m.; or by appointment.

A. Course Policies and Details: bit.ly/ce-policy & my.elmhurst.edu

B. Social: @prorhetoric | craigengstrom.info – #organizational communication

C. Course Schedule (Tentative)

| | Due |
|---|------------------|
| 8.27: Introductions, On Reading Case Studies & Presenting Reading: Engstrom, "On Rhetoric," Engstrom, "A Mini Case Study of HP Spy Scandal," "Student Intro" from Keyton & Shockley, and "Persuasion, Argument, & the Case Method" (Ellet) | Readings |
| 9.3: Relationships and Social Networks Reading: Cheney, et al., Chapter 6; Group 1: "Corporate Counseling" (Keyton); Group 2: "Navigating the Limits of a Smile" (Keyton) | RN (9.3) |
| 9.10: Case 1 Group 1: "Patrolling the ethical borders... (May) Group 2: "The ethics of the 'family friendly' organization" (May) | CA (9.10) |
| 9.17: Leadership; Organizational Change Reading: Cheney, et al., Chapter 7 Group 1: "There's a New Sheriff in Town" (Keyton) Group 2: "The Difficulties of Virtual Leaders." (Keyton) | RN (9.17) |
| 9.24: Case 2 Group 1: TBD (Anderson) Group 2: TBD (Anderson) | CA (9.24) |
| 10.1: Conflict Reading: Cheney, et al., Chapter 10; Chapter 9 | RN (10.1) |
| 10.8: Case 3 Group 1: "The expert facilitator." (Keyton) Group 2: "The penis people." (Keyton) | CA (10.8) |
| 10.15: Case Presentations | Cases (by 10.29) |

Note: If you need to contact me via email, please write the following in the subject line:
COM 321: Something specific and informative

Label attachments submitted via email or BB as follows:
EngstromC-Assignmentdetails.docx (or .rtf). (Replace my name with yours and assignment details with the assignment.)

D. Activities and Assignments

| Activities / Assignments | % of Final Grade |
|--|------------------|
| Chapter Notes & Discussion | 25% |
| Case Analysis & Impromptu Presentation | 35% |
| Case Project & Presentation | 40% |
| | 100% |

Chapter Notes and Discussion. Reading in advance of class is mandatory. Reading not only helps you to understand key concepts for cases, it makes lectures and discussions more meaningful. So you can prepare yourself for class discussions and activities related to the Cheney et al. chapters, you're required to prepare reader's notes and questions before coming to class. Bring your notes to class. (As a rule of thumb, keep notes to a few single-spaced pages.) Each week your instructor will provide a grade for your notes and in-class discussion participation. See the electronic syllabus for a general sense of how grades are determined. **These do not need to be fancy. You just need to demonstrate knowledge of concepts.**

What to do if you miss a class. If it's a scheduled absence, submit your notes by email (in advance). I'll let you know if there is additional makeup work you should do. If it's an unexpected absence, you'll need to contact me via email to receive your makeup assignment.

Please bring your assigned reading to every class meeting.

Case Analysis. Following the guidelines provided by Keyton and Shockley-Zalabek (2010), Ellet (2007), and those provided by the instructor in lecture, students will read an assigned case and prepare a one- to two-page, single spaced case analysis. You're writing will be evaluated using the canons of rhetoric: invention, arrangement, style, and memory/delivery, with extra emphasis on analytical rigor and writing quality.

- Case Summary
- Statements About the Case
 - Problems (or Causes)
 - Solutions (or Effects)
- Questions About the Case

Impromptu Case Presentation. During the class meetings in which you've been assigned cases, you will use your case analysis reports to discuss the case within your group. Your group's task will be to prepare a presentation of your case, which you deliver impromptu to the class. You should use the canons of rhetoric to enhance your presentation. If you complete the case analysis and work as a group, you should get most of the points for this activity. Extra emphasis is given to the canons of invention and arrangement. We're looking for concrete solutions and supporting examples to help resolve these problems.

Case Project and Presentation. Working in whatever arrangement works best for you (solo, with a partner, in a group), you need to write a case study that follows the guidelines and format demonstrated in the sample I provided on the first day of class (i.e., "HP Spy Scandal"). The written case will be evaluated as follows: invention (45%), arrangement (10%), style (40%), memory/delivery (5%). You will prepare a formal presentation to discuss the initial work and directions of your case. Your presentation will be evaluated as follows: invention (25%), arrangement (20%), style (15%), memory/delivery (40%).

References & Books

- Cheney, G., Christensen, L. T., Zorn, Jr., T. E., & Ganesh, S. (2010). *Organizational communication in the age of globalization*. Long Grove, IL: Waveland Press.
- Ellet, W. (2007). *The case study handbook: How to read, discuss, and write persuasively about cases*. Cambridge: Harvard University Press.
- Keyton, J. & Shockley-Zalabek, P. (2010) (Eds). *Case studies for organizational communication*. New York: Oxford University Press.
- May, S. (2012). (Ed.). *Case studies in organizational communication*. Los Angeles: Sage.
- O'Hair, D. Stewart, R., & Rubenstein, H. (2012). *A speaker's guidebook*. (5th ed.). Boston: Bedford/St. Martin.
- Weick, K. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*, 38, 628-652.