



**LOYOLA**  
UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

**COMM 313—201 CORPORATE AND ORGANIZATIONAL COMMUNICATION**  
SCHOOL OF COMMUNICATION, WATER TOWER CAMPUS, FALL 2018

Instructor: Milan Pribisic, Ph.D. ([mpribis@luc.edu](mailto:mpribis@luc.edu))

Class meetings: Tu Th 11:30 AM to 12:45 PM, WTC, Corboy Law School 423

Office: **WTC** Lewis Tower, room 900, workstation B; phone: 312-915-7755

Office hours: Tuesdays 01:15 PM to 02:15 PM, or by appointment

**TEXTS:** Cornelissen, Joep. *Corporate Communication: A Guide to Theory and Practice*, [CCG]5<sup>th</sup> ed. (978-1-47395-370-3)

**COURSE DESCRIPTION:** This course examines the theory and practice of strategic organizational communication as a management function in developing corporate mission, identity, image and reputation. We will examine the variety of communication challenges organizations face including globalization, changing organizational identity and employment patterns, diversity, outsourcing and new technologies. The students will have opportunities to apply practical communication skills through discussions, written assignments and a group project.

**COURSE OUTCOMES:**

After the course students will be able to

- # recall key elements of organizational/corporate communication theory,
- # use key terminology of corporate communication theory,
- # recognize the effect of communication on organizational success,
- # identify communication problems in specific organizational settings;
- # clarify and provide solutions to organizational communication problems

**ATTENDANCE:** All students are expected to attend class regularly and to be prepared to actively participate in class discussions and activities. The emphasis is on **student participation and contribution**--you are expected to undertake preparation for each class--the assigned textbook readings will be done outside the class in order to follow the lectures easier and use class time for activities and group projects. **For attending and actively participating in each class you will receive one point that counts toward your total Participation grade. No show to class means no participation point.** If you miss a class with a scheduled assignment you will be given the opportunity to make it up **ONLY** if you provide a medical doctor's excuse or proper documentation showing you were representing Loyola in intercollegiate athletics, debate, model government organizations on those date.

**ACADEMIC INTEGRITY:** A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty. Academic dishonesty can take several forms, including but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious violation of academic integrity. **Cheating** includes, but is not limited to, obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during examination; obtaining information from another student or any other person during an examination; using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor; attempting to change answers after the examination has been submitted; unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom; falsifying medical or other documents to petition for excused absences or extensions of deadlines or any other action that, by omission or commission, compromise the integrity of the academic evaluation process. **Plagiarism** is a serious violation of the standards of academic honesty; it is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. Plagiarism involves the taking and use of specific words and ideas of other without proper acknowledgement of the sources, and includes, but is not limited, to submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.; submitting as one's own another person's unpublished work or examination material; allowing another or paying another to write or research a paper for one's own benefit, or purchasing, acquiring, and using for course credit a pre-written paper. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>. In addition, a student may not submit the same paper or other work for credit in two or more classes. This applies even if the student is enrolled in the classes during different semesters. Any act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. See the LUC web page *Academic Integrity* at Undergraduate Studies Catalog/Academic Standards and Regulations for university policy on plagiarism at [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication. Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

**STUDENTS WITH DISABILITIES:** Any student with a learning disability that needs special accommodations during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The

instructor will accommodate that student’s needs in the best way possible, given the constraints of course content and processes. It is student’s responsibility to plan in advance in order to meet their own needs and assignment due dates.

**CLASSROOM ETIQUETTE:** No food or drinks is allowed during the class. In case of lateness, fifteen minutes lateness is usually acceptable within academia; **beyond fifteen minutes it is at your own discretion but NO POINT for attending will be received.** We will have a classroom that is comfortable for all. It is important that we 1. display respect for all members of the classroom including the instructor and students; 2. pay attention to and participate in all class sessions and activities; 3. avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, shopping online ...) and 4. avoid racist, sexist, homophobic or other hateful language that may exclude members of our classroom.

**GRADING ASSIGNMENTS:** I am using a cumulative point system which means each assignment carries a certain number of points. To receive a D letter grade for the Course you will need to have 183 points out of 300 total points possible (that is 61% of the total points). Please respect 24/7 policy—wait 24 hours after receiving the grade to talk to me about it but talk to me about the grade within 7 days if you have a question. After one week has passed, I will not discuss the grade for that assignment.

Participation	50 points
Exam 1	25 points
Exam 2	25 points
Exam 3/Final	75 points
Written Assignment	50 points
Group Project	75 points
<b>TOTAL</b>	<b>300 points</b>

TOTAL=300 POINTS  
 A(EXCELLENT)=285-300;  
 A-minus=273-284;  
 B+=261-72;  
 B (GOOD)=249-60;  
 B-minus=240-48;  
 C+=231-39;  
 C (AVERAGE)=219-30;  
 C-minus=213-18;  
 D+=201-212;  
 D (FAIR)=183-200;  
 F (POOR)=below 183

**STATEMENT OF INTENT:** By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.

## WEEKLY SCHEDULE

(The following class plan is by the week: the first line for the week is the work to be done the first class of that week, the last line for that week refers to the work to be done the last class day of that same week. Ask the instructor if unsure how to proceed)

Week ONE (August 27): Introduction to class/Syllabus

### **PART I: INTRODUCTION**

Defining Corporate Communication  
Trends in Corporate Communication

**READ:** CCG/ch.1

Week TWO (September 3): Corporate Communication in Contemporary Organizations

The Organization of Corporate Communication

**READ:** CCG ch. 2

Week THREE (September 10): Corporate Communication in a Changing Media World

Classifying Social Media

**READ:** CCG ch. 3

Week FOUR (September 17): **PART II: CONCEPTUAL FOUNDATIONS**

Stakeholder Management and Communication

Stakeholder Engagement

**READ:** CCG ch. 4

Week FIVE (September 24): Corporate Identity, Branding and Reputation

Aligning identity, image ad reputation

**READ:** CCG ch. 5

Week SIX (October 1): EXAM # 1 (10/02/18)

### **PART III: CORPORATE COMMUNICATION IN PRACTICE**

Communication Strategy and Strategic Planning

**READ:** CCG ch. 6

Week SEVEN (October 8): **NO CLASS ON TUESDAY/FALL BREAK**

Research and Measurement/Measuring Corporate Reputation  
Theories of Measuring the Effects of Communication

**READ:** CCG ch. 7

Week EIGHT (October 15): **PART IV: SPECIALIST AREAS IN CORPORATE COMMUNICATION**

The Effects of News Coverage on Corporate Reputation

Framing News Stories

**READ:** CCG ch. 8

Week NINE (October 22): EXAM # 2 (10/23)

Employee Communication

Voice, Silence and Stimulating Employee Participation

**READ:** CCG ch. 9

Week TEN (October 29): Issues Management

Influencing Public Policy

Anti-Corporate Activism

**READ:** CCG ch. 10

Week ELEVEN (November 5): Crisis Communication

The Impact of a Crisis on Corporate Reputation

Communicating about a Crisis

**READ:** CCG ch. 11

Week TWELVE (November 12): **PART V: NEW DEVELOPMENTS IN CORPORATE COMMUNICATION**

Leadership and Change Communication

Communicating During a Change

**READ:** CCG ch. 12

**WRITTEN ASSIGNMENT/ANNOTATED BIBLIOGRAPHY DUE (11/15)**

Week THIRTEEN (November 19): CSR and Community Relations

**READ:** CCG ch. 13

**NO CLASS ON THURSDAY  
HAPPY THANKSGIVING**

Week FOURTEEN (November 26): GROUP PRESENTATIONS (the whole week)

Week FIFTEEN (December 3): GROUP PRESENTATIONS continue

**FINALS WEEK STARTS 10 December 2018; final exam is on Tuesday, 11 December 2018 from 9 am to 11 am CDT.**

### **CASE STUDY GROUP PROJECT AND IN-CLASS PRESENTATION (75 points)**

You will be divided in groups of four by the instructor; each group will do a 30-minute presentation on a research conducted during the semester assessing a company's reputation, how it is perceived by the public and its stakeholders, and what it communicates about itself. Based on the research done your group will make suggestions and recommendations about how the company can improve the reputation and communication practices. After receiving the topic (the company's name), start with some research questions (goals and objectives, purpose of the research), proceed with gathering, sorting and synthesizing/interpreting the data into a report on your research and its findings that you will, eventually, present in class at the end of the semester (see the schedule on the syllabus) in a 30-minute orally **spoken (not read!)** presentation. **Each member of the group needs to be part of the presentation/needs to speak during it.** Wrap up the presentation with the Q & A segment to assess how the classmates processed your findings. Feel free to use the presentation/visual devices to support your verbal arguments. Your 30-minute in-class presentation should have the following elements:

- a. a detailed report on the topic you were assigned to and your research process [the steps you went through]; this should also contain the findings of the research and their interpretation/evaluation;
- b. clearly and economically stated corporate communication concepts and theories used with orally cited sources;
- c. concrete examples/illustrations from the research that directly support your findings and claims;
- d. good, strong transitions between all the presentation's points so that the report comes across as a well-organized and easy to follow, accessible whole;
- e. a strong, meaningful conclusion with the questions for further research.

### **AT THE TIME OF THE PRESENTATION SUBMIT:**

1. A hard copy of a **KEY WORD OUTLINE** for the group presentation and a **WORKS CITED/REFERENCES** page with the full citation of sources used (**ONE PER GROUP**; the outline should not be longer than two pages of a double-spaced, typed and stapled text; please tell instructor if you are unfamiliar with the outline format to get help). Include in the outline the basic information (the names of the group members, the case researched in its Introduction, the main- and sub-points of your findings in the Body of the outline, and summarize it in the Conclusion);
2. A hard copy of an **INDIVIDUAL THREE-PAGE PROJECT REACTION** (Each student should submit a **personal** reaction to this assignment analyzing: a. the usefulness of the project with main points taken/learned from the research, b. the description and evaluation of the workings within the group (group dynamics—what role within the group the student had; what tasks were assigned, what ground rules shaped the group behavior...), c. the project's significance for the learning process in a corporate communication class; d. individual student's contribution to the main points, interpretation and discussion questions your group is using in the presentation)

The group in-class presentations are due at the end of the semester; the presentations that last under 25 minutes are too short and the ones over 35 minutes are too long and will be cut; in each case 10% deduction will be automatically taken. The group project report is worth 75 points (50 points for the in-class group presentation, 5 points for the group key-word Outline/Works Cited page and 20 points for the individual 3-page Project Reaction. All written work must be typed, double-spaced, TNR font, size 12, stapled with your name on it—no name no grade).

### **RUBRIC FOR THE GROUP ORAL PRESENTATION**

An **EXCELLENT (A)** group in-class presentation will:

1. present the research's main points clearly and well adapted for the classroom,
2. engage the class with the material either with questions and/or the class activity,

3. rely on the notes and slides as little as possible with NO READING unless it is a larger quote (which should be avoided in the first place),
4. use the presentation aids that are organically incorporated into the presentation without turning it into a slide or video show,
5. have a group outline [and the personal reaction on the project, which is graded individually) that clearly demonstrate the presentation's organization and sequence, observe the given format, contains all the required elements including the citation of sources used and has no grammatical or typographical errors allowing for effective communication,
6. observe the presentation's time limitations (no less than 25 minutes no more than 35 minutes)

A Good (B) group in-class presentation will:

1. last 24 minutes or less or 36 minutes or more
2. identify and evaluate all the required elements but will have some examples that are not clearly and directly supportive of the main points stated;
3. flow with some difficulty;
4. have some group members rely heavily on notes;
5. have 5+ errors (typing, grammar...) on the group outline and/or slides used during the presentation without observing the given format (2-page outline; 3-page Personal reaction)
6. only somewhat hold audience attention



An AVERAGE (C) group in-class presentation will:

1. have some required elements missing or presented without any evidence/support;
2. be short (under 15 minutes);
3. presented in only partially organized way with missing element (no clear conclusion, no discussion questions...);
4. will have many errors in writing (style, grammar, typography) on the slides and/or group outline;
5. group members had little or no eye contact with the audience/class
6. have weak audience/class response

Grades D (FAIR) and F (POOR) will be given to a group presentation that is missing, not observing or having problems with five (D letter grade) or all six (F letter grade) of the criteria mentioned as mandatory for an A letter grade.

**WRITTEN ASSIGNMENT/ANNOTATED BIBLIOGRAPHY:** This assignment is part of your on-going homework in this course. No later than the week five of the semester you will choose a topic (e.g. a corporate communication concept or theory ...) from the course material that you want explored beyond what our textbooks and class discussions provide. Start your research with the Key Terms/Further Reading segments at the end of each chapter of our textbooks; you may also use the search engines such as Google or the library database search (e.g. when using Google type: “Scholarly Articles for (your topic here)”). Be sure that the chosen source (study, article...) is not only mentioning the topic (term/theory) but has it as its core.

Annotated bibliography is a list of citation to the books, articles and documents. Each FULL citation of the source (typed using either MLA or APA Style Manual) is followed by a brief (usually 150 words) ANNOTATION, that is a descriptive and evaluative paragraph about the source. The purpose is to inform the reader about the relevance, accuracy and quality of the sources cited. In a 1. **descriptive** part of the annotation write a short summary of the source's content and in its 2. **evaluative** part provide a critique of the source and its relevance/recommendation for the study of communication. For more on annotated bibliography, its samples and the correct format (MLA or APA) for the citations click on the link below:

<http://guides.library.cornell.edu/annotatedbibliography>

Each student needs to provide **10 (TEN)** annotations for ten different sources (a news article from a trade publication, Web/social media postings as part of a organization's corporate communication program...).

The assignment is due on **Thursday, 15 November 2018 at 12:45 pm CDT**. No late submissions are accepted unless previous arrangement has been made with the instructor.

**GRADING:**

**Letter A (Excellent):**

All annotations are from the scholarly, reputable, trade or print sources;

The annotations are clear, to the point, with both parts to them—descriptive and evaluative/critical one;

All citations are complete and listed in alphabetical order following consistently either MLA or APA Style Manual;

The annotations are written using appropriate language, in a grammatically correct manner and with virtually no typographic errors;

**Letter B (Good):**

Few of the annotations are not from the scholarly, reputable, trade or print sources;

The annotations lack either descriptive or evaluative/critical part to them and the citations are either incomplete or combine elements from the different Style Manuals;

There are only nine annotations;

The annotations are written in a language that is not easy to follow, with some errors in style of writing and grammar and with 5+ typographic errors per the whole paper;

**Letter C (Average):**

There is an insufficient number of annotations (eight or less)

and more than half of them are not from the scholarly, reputable, trade or print sources;

The annotations lack the required elements (either descriptive or evaluative) throughout the bibliography;

The annotations are generic-sounding (e.g. “This article is a very good source of information”) without the specifics to support the statement/claim;

The citations have many problems and do not follow a specific Style Manual;

There are quite a few typographic errors;

**Letter D (Fair):**

The annotations are lacking substance/information and are either too short or too general;

There are too few annotations (6 or less annotations);

Annotations are from too many online only sources such as blogs and little known websites;

There are many problems with the proper documentation/citation of sources, grammar and/or style of writing and a lot of typing errors

**Letter F (Poor)**

There are too few annotations (less than five);

Annotations sound too abstract and without clear purpose and/or relation to the class's subject matter;

There are too many errors in proper documentation of sources, style of writing, grammar, and typing;

Majority, if not all, Annotations are from little known, not well respected sources.