FLORIDA ATLANTIC

UNIVERSITY

NEW COURSE PROPOSAL Graduate Programs

Department School of Communication & Multimedia Studies

College Dorothy F. Schmidt College of Arts and Letters

(To obtain a course number, contact erudolph@fau.edu)

UGPC Approval
UFS Approval
SCNS Submittal
Confirmed
Banner
Catalog

Grading Select One Option) Regular	This course exprocesses in clabor, bullying	ption (Syllabus must be attached; see Guidelines) xplores destructive relationships and organizations. Topics include emotional , sexual harassment, discrimination and ions, stress and burnout, and more.
Admission to unication es and enforced for all		Learning (ASL) course Learning statement must be indicated in syllabus and to this form. Registration Controls (For example, Major, College, Level) Major, Communication Graduate Level
needed to teach duate faculty ree in the ly related field.) Phone	See attached	aformation in syllabus or here syllabus ments from departments affected by new course
n drely	s and enforced for all eeded to teach luate faculty ee in the y related field.)	Academic Service approval attached Corequisites s and enforced for all leeded to teach luate faculty ee in the y related field.) Academic Service approval attached Corequisites List textbook in See attached See attached List/Attach con List/Attach con Corequisites

Approved by	Date 10/4/2022
Department Chair (BNULS)	10-25-22
College Curriculum Chair	
College Dean	10/26/2022
UGPC Chair ————————————————————————————————————	
UGC Chair —————	
Graduate College Dean	
UFS President	
Provost	

Email this form and syllabus to $\underline{\text{UGPC@fau.edu}}\ 10$ days before the UGPC meeting.



Course Description

This course explores destructive relationships at work. Topics include bullying, sexual harassment, discrimination, stress and burnout, social undermining, and more.

Instructional Method

This class is designated as a "Fully Online Class" with no on-campus attendance requirements.

Prerequisites

Graduate standing and admission to COM MA Program

Course Objectives/Student Learning Outcomes

Through instruction, assigned readings, and discussion, you will conclude the course being able to:

- (1) demonstrate your understanding and knowledge of the processes related to the dark side of organizational communication by discussing research on various dark side topics in written form,
- (2) be able to apply research and theory in ways that might help people better cope with dark side events, and
- (3) be able to review and critique an area of research related to the dark side of organizational communication.

Course Evaluation Method

Case Analysis (2 @ 15%). You will be asked to write responses to two case studies, as though you are a consultant. The case studies, instructions, and rubric are posted in the Case Analysis section of the Course Menu. Submit each Case Analysis via Blackboard using the link provided.

Final Project (35%). Literature Review. Choose a topic related to destructive communication at work that interests you very much. Write a paper that summarizes that research, evaluates it, and

suggests directions for future research. Students who select this option should work with me to narrow their focus, get suggested references, and design their papers. Literature reviews need to provide rationale for studying the topic at hand, make an argument, unify the paper through a central thesis statement, use this thesis to organize the paper, and thread the material together in a coherent form. A literature review should wrap up by providing directions for future research in your area of focus. All papers should follow APA style and be free of grammatical and spelling errors. Papers are due through Blackboard Learn using the link. A rubric for evaluating your final project can be found in the Final Project folder.

Participation (35%). As a seminar, active participation on class discussion boards in every module is vital to the course. High quality participation also requires good preparation, i.e., reading, jotting down thoughts on what you read, and coming up with questions that relate to the readings.

Grading Scale

94-100	A
90-93	A-
87-89	B+
84-86	В
80-83	B-
77-79	C+
74-76	\mathbf{C}
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Policy on Late/Missing Work

Students are expected to complete all of the scheduled coursework on time and as outlined by the instructor. The effect of late work upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-compliance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations. Instructors must allow each student who is unable to submit work on time for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Required Texts/Readings

Destructive organizational communication: Processes, consequences, and constructive ways of organizing. (2009). Lutgen-Sandvik, P., Sypher, B. D. Routledge.

Journal articles, cases, and other readings as assigned and provided in course eLearning site.

Course Topical Outline

Destructive Uses of Media
Discrimination and Identity
Emotional Labor
Excessive Careerism
Managing Burnout and Increasing Engagement
Social Ostracism
Sexual Harassment
Workplace Bullying and Undermining
Workplace Incivility and Organizational Trust
Fostering Resilience and Organizational Support

All activities are due by 11:59 p.m. Eastern time on the date indicated.

Tues 1/17 Post to the Introduction Discussion

Module 1: Emotional Labor

Read and review the resources presented in the module

Thurs 1/19 Post to Module 1 Discussion

Mon 1/23 Respond to Module 1 Discussion

Module 2: Ma	naging Burnout and Increasing Engagement			
Read and review	ew the resources presented in the module			
Thurs 1/26	Post to Module 2 Discussion			
Mon 1/30	Respond to Module 2 Discussion			
Module 3: Workplace Bullying and Undermining				
Read and review	ew the resources presented in the module			
Thurs 2/2	Post to Module 3 Discussion			
Mon 2/6	Respond to Module 3 Discussion			
Module 4: Soc	cial Ostracism and Cliques			
Read and revie	ew the resources presented in the module			
Mon 2/20	Submit Case Analysis			
Plan Ahead: Be	gin work on Final Project Plan/Choice Summary			
Module 5: Sex	cual Harassment			
Read and revie	ew the resources presented in the module			
Thurs 2/23	Post to Module 5 Discussion			
Mon 2/27	Respond to Module 5 Discussion			
Module 6: Dis	crimination and Microaggressions			
Read and revie	ew the resources presented in the module			
Thurs 3/2	Submit Final Project Plan/Choice Summary			
Spring Bred	uk March 6-10			
Thurs 3/16	Submit Case Analysis			
Module 7: Des	structive Uses of Media			
Read and review the resources presented in the module				
Mon 3/20	Post to Module 7 Discussion			
Mon 3/27	Respond to Module 7 Discussion			
Module 8: Exc	cessive Careerism			

Read and review the resources presented in the module

Thurs 3/30 Post to Module 8 Discussion

Thurs 4/6 Respond to Module 8 Discussion

Module 9: Workplace Incivility and Organizational Trust

Read and review the resources presented in the module

Mon 4/10 Post to Module 9 Discussion

Thurs 4/13 Respond to Module 9 Discussion

Module 10: Fostering Resilience and Organizational Support

Read and review the resources presented in the module

Thurs 4/20 Post to Module 10 Discussion

Mon 4/24 Respond to Module 10 Discussion

Thurs 4/27 Submit Final Project