Course: BU301 Organization Communications (Session #1)
Credit: 3 Semester Hours
Semester: Spring 25 Session 1 - January 16 – March 7, 2025
             Thursdays 6-9p Rm#116
Instructor: Mickey Ary, MDIV, MPA; adjunct 832-451-0310 mickey.ary@calvary.edu

I.   DESCRIPTION

This is a survey course designed to expose students to organizational communication theory. This course emphasizes the applied nature of organizational communication using foundational principles and current research in the field. Relevant models will be discussed from the biblical worldview. Models will include historical, cultural, structural, and organizational theory. Relational strategies will be reviewed and contrasted between the biblical model and the secular (postmodern) models. (Prerequisite: BU200)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.

II.   OBJECTIVES

   A. General competencies to be achieved. The student will:
       1. Identify and relate communication attributes from biblical and secular models (PLO 3-6)
       2. Recognize the traits and skills of communication (PLO 1-6)
       3. Recognize the role and importance of effective communication in every facet of life (PLO 4-6)
       4. Apply leadership skills from class to their personal lives, ministries, and careers (PLO 1-6)

   B. Specific competencies to be achieved. The student will:
       1. Evaluate different levels of communication within an organization (PLO 4-6)
       2. Implement leadership styles with communication effectiveness to promote growth in others (PLO 1-6)

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

III.   REQUIREMENTS

1. Read text, complete assignments, and participate in forum activities.
2. Student must submit work and participate in forum every week until the coursework is complete. Failure to participate at this frequency could result in a failing participation grade or withdrawal from the course.
3. Complete course materials according to the prescribed schedule.
4. Interact with the professor and students in response to forum questions posted by the professor.
5. Complete the final questions.

➤ *Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.*
➤ *Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.*

➤ The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

➤ Please see textbook section for important information about using the "Bible as a textbook".

➤ Class Attendance: Refer to Course Attendance Policy in Announcements

MATERIALS

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

Labelle, S. & Waldeck, J. H. (2020). *Strategic communications for organizations.* 1st Ed. University of California Press. ISBN-13 978-0520298521

Business Administration students must write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA Manual).

IV.   TENTATIVE CLASS SCHEDULE

Week	Class Lecture	Assignments
Week 1	Class introduction. Biblical overview of communications	Complete Discussion
Week 2	Communication styles and methods.	Labelle, S. & Waldeck, J.H.
Week 3	Organizational culture and communications.	Labelle, S. & Waldeck, J.H
Week 4	Building effective communication skills	Labelle, S. & Waldeck, J.H
Week 5	Methods and practices for communication development in various organizations	As assigned
Week 6	Building a communication strategy for an organization	
Week 7	Presentation of sample communication models.	
Week 8	Final Exam	

Course Grading

Writing assignments	40%
Attendance, discussion, and Interaction	20%
Final – Strategic Plan for organization	40%
	100%

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT **50%**	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced. *39.9 or FEWER POINTS*	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced. *40 to 47.9 POINTS*	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper. *48 to 50 POINTS* *Grade:*
ORGANIZATION **20%**	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). *15.9 or FEWER POINTS*	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. *16 to 18.9 POINTS*	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together. *19 to 20 POINTS* *Grade*
FORMAT **5%**	The paper does not conform to Turabian or APA style. *3.4 or FEWER POINTS*	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide). *3.5 to 4.4 POINTS*	The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the *appropriate style guide*). *4.5 to 5 POINTS* *Grade*
GRAMMAR, PUNCTUATION, & SPELLING **10%**	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous. *FEWER THAN 7 POINTS*	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar. *7 to 8.9 POINTS*	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors. *9 to 10 POINTS* *Grade*
READABILITY & STYLE **15 %**	The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented. *10.4 or FEWER POINTS*	Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included. *10.5 to 13.4 POINTS*	The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice. *13.5 to 15 POINTS* *Grade*

What is a Substantive Post?
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

> Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must "embrac[e] technology with gusto" (p. 8).

Others who express innovative thinking should receive credit for their ideas. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar's attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference

Labelle, S. & Waldeck, J. H. (2020). *Strategic communications for organizations.* 1st Ed.

University of California Press. ISBN-13 978-0520298521