



SPC 4650

Simulation in Organizational Communication

General Information

Term: Spring 2013

Instructor: Mark Borzi

Office CH 1410

Phone: 581-2016 (messages only)

E-mail: mgborzi@eiu.edu

Personal Web Page: <http://castle.eiu.edu/borzi>

Office Hours: Monday - 12:30 pm – 2:30 pm

Tuesday – 2:00 pm – 3:00 pm

Wednesday - 12:30 pm – 2:30 pm

Thursday – 10:00 am – 11:00 am

Skype: Mark_Borzi
during office hours or

Text: Web based text window on D2L
course page

Text

Mills, M. & Borzi, M. (2011). EIU-CMN Corporate Community: A Corporate Communication Simulation.

Course Description

The simulation course is basically the study and practice of how messages flow in and among organizations. This is a way to combine the skills of CMN 2650 with the theory of CMN 3650.

The value of this class is mainly pragmatic (i.e. learning by doing or putting into practice what you have learned in prerequisite courses). Several areas of communication in the business environment are emphasized including: interviewing, oral presentations, group interaction/leadership, advertising, feature writing and newsletters, marketing strategies/research, and public relations.

Understanding these areas is accomplished through the use of a corporate simulation that is explained in the course workbook that is available in multiple formats in the learning management system.

Grading

Grades will be computed on the based upon performance not effort.

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|-----------------------|------|--------------------------|------|
| Simulation | 25% | Cycle 1 (G) | 100 |
| | | Cycle 2 (G) | 150 |
| Presentations | 15% | Presentation 1 (I) | 50 |
| | | Presentation 2 (I) | 50 |
| | | Speech Analysis (I) | 50 |
| Final Project | 24% | Proposal (I/G) | 25 |
| | | Final Report (I/G) | 175 |
| | | Peer review (I) | 10 |
| | | Final Presentation (I/G) | 10 |
| Discussion/Reflection | 12% | Reflections (I/G) | 120 |
| Wiki Entries | 11% | Wiki Entries (G/I) | 120 |
| Participation | 13% | Engagement (G/I) | 100 |
| | | Resumes (I) | 20 |
| | | Cover letter (I) | 10 |
| | | Thank you letter (I) | 10 |
| Total | 100% | | 1000 |

25% (G) Group Assignment
20% (I) Individual Assignment
33% (I/G) Individual or Group Assignment
22% (G/I) Individual and Group Assignment

Simulation Grade based upon:

- Group Performance
- Group Bonuses
- Report Grades
- Individual Performance (Individual bonuses, income, rebate)

Extra Work for Credit – See extra work for Credit document under assignments.

Evaluation rubrics are available for all major assignments.

Expectations

Work requirements. All submitted work must be typed and in good form (i.e. free from grammatical, punctuation, and spelling errors) and formatted appropriate to the assignment. All work is to be submitted electronically via the Learning Management System (Desire2Learn).

In addition, for academic papers, students are expected to use an appropriate style sheet (APA preferred) All work is expected to reflect an intelligent integration of research, information from prerequisite courses, and simulation activity.

Academic Honesty. I expect academic honesty. Plagiarism or cheating will not be tolerated and will be dealt with accordingly. The [Student Code of Conduct](#) will be used as a guideline.

Attendance. Given the nature and structure of the course, attendance is not only expected, it is mandatory. Missing class is, in effect, missing an assignment. The class requires your ACTIVE participation! To miss any assignment is reason to lower your grade. Once we begin the simulation, this is no longer a traditional classroom, but rather your workplace (would you consider just not showing up for work?). Because this is a tightly structured class, there is no time for make up work. The total points for the course will be lowered by the amount of the missed assignment (assuming an valid university excuse) so as to not punish the student. It is suggested that you drop the class if you cannot attend on a regular basis.

Teaching Philosophy. My teaching philosophy differs in two ways from what I expect is your typical experience in the classroom.

Education is a process and should be controlled by the student. The course instructor is a facilitator; one who is there to assist and provide input into the process. Ultimately, you are responsible for making choices associated with each course.

The impact of this value is that you are responsible for your education and for class. The course is as good as you are willing to make it. It is not my job to handhold and to tell you what to do. A significant part of the learning process is learning to ask questions and making decisions about how to do things. As a result, I am reluctant to tell you what to do, how many pages an assignment must be, or how many sources to use. I will, however, provide a copy of my requirements (i.e. grading criteria) for each assignment. You do have a right to that since it should shape how you do things.

You will also be expected to do the work rather than the instructor. Consider the following example. If I put together a set of statistics on the economy, and I spend the hours in the library finding both the location of sources and the actual data and present the information to the class, who has learned from the experience? Who is likely to retain the information and, more importantly, how to gather the information? I did. But, if I ask you to find the information in the library, then you have had both the experience and the knowledge. It is unlikely that you will forget.

Class is oriented toward experiential learning. We do things and you are to extract lessons from the experiences as well as the content. This is a much more complex method of learning since you are learning both process and content (most courses only teach content) but, it is also more enjoyable.

Data Collection and other external activities. The course instructor must approve all activities, which involve human subjects. Any research involving human subjects that has the potential for public presentation or performance requires IRB approval.

Late Work. No late work will be accepted unless accompanied by a University approved excuse. Late work is defined as work not submitted at the deadline specified. If you are going to miss class based upon a planned absence, you are expected to turn work in early.

Disability Statement. If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

Email Policy. The Department of Communication Studies requires each student to use his or her university email address for any class, department, college, or university email correspondence. The university email address serves many purposes including accessing WebCT and PAWS, receiving billing statements from the library, and departmental correspondence and announcements through the undergraduate listserv.

Cell Phone/Pager Policy. Please turn all electronic devices to silent mode during class. Interruption of class (especially student presentations) by an electronic device can result in significant penalties.

Use online resources. This course will require the regular use of online resources. Your participation will include:

- Check for announcements and updates on D2L
- Submit assignments through D2L
- Participate in electronic discussions
- Find information utilizing online search engines

- Read online materials
- Utilize various software packages to create appropriate promotional materials

Student Standards - All faculty in the Department of Communication Studies are expected to uphold the standards of good scholarship and we expect our students to do the same. Students earning a degree in Communication Studies will develop superior reasoning/critical thinking, argumentation, writing and presentational skills while also building comprehensive knowledge of their content area. Students in Communication Studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.

A complete copy of our students' standards can be found at <http://www.eiu.edu/commstudies/documents/Student Expectations and Standards.pdf>