



Seminar in Organizational Communication COMS948 SP2026

Instructor: Cameron W. Piercy, PhD

Office hours and virtual meetings: T, 2:00-3:30, W 11 – 12:30, Bailey 112, or anytime I am available: <https://go.ku.edu/38tfcv>

Email: cpiercy@ku.edu

Class meeting times and locations: Monday & Wednesday, 2:00 – 3:15 in Bailey 401

Textbooks (all available online or as a download via KU libraries):

Ballard, D. (2025). *Time by design: How communicating slow allows us to go fast*. MIT Press. (Open Access): <https://mitpress.mit.edu/9780262552707/time-by-design/>

Miller, V. D. & Poole, M. S. (Eds.) (2024). *Organizational Communication Theory and Research*. Degruyter. Available for Free at: <https://www2.lib.ku.edu/login?url=http://www.degruyter.com/isbn/9783110718508>

Nicotera, A. M. (Ed.). (2019). *Origins and traditions of organizational communication: A comprehensive introduction to the field*. Routledge. <https://doi-org.www2.lib.ku.edu/10.4324/9780203703625>

Course Overview

This course provides an introduction and overview of the major theories, themes, foundational, and (emerging) revolutionary works in organizational communication. As a survey course, it covers a range of paradigmatic perspectives, grounds them in extant theory and literature, and emphasizes the development and integration of ideas. This course is for anyone interested in understanding the constitutional role of communication in organizations. Topics surveyed will include the history of organizational science/communication, significant paradigms (e.g., qualitative, critical, rhetorical, quantitative, network) and, major theories of organizational communication (e.g., structuration, sensemaking, identification, communication constitutes organizing, feminist and postcolonial organizing, power and control, ‘nontraditional’ organizations).

Course Learning Goals and Objectives

By the end of this course, you will be able to:

- Understand the essential role communication plays in organizing and organizations
- Teach an undergraduate course in organizational communication
- Apply theory to remedy common and novel organizational problems
- Demonstrate expertise, beyond course readings, in multiple theories of organizational communication

Course Format

This is a graduate level course comprised primarily of PhD students. The course is discussion based, and all students are expected to have completed the class reading prior to the assigned day. Classes will feature a minimal amount of direct lecture or slide-based content, and will focus on discussion of key ideas in the chapters/articles assigned. Student idea creation and articulation are central to the learning objectives in this course.

Expectations, Requirements and Grading

There are two requirements for this course: (1) Please do the readings to the best of your abilities and (2) Please respect your fellow classmates. If you do these two things and keep up with the work as assigned, you will succeed in the course.

Writing is a critical part of communication, and to be successful in this class, it is important that you communicate clearly and concisely in writing. KU offers a Writing Center where students can obtain help with writing skills and assignments: <http://writing.ku.edu/ku-graduate-students>. Students are encouraged to take advantage of their tutoring services before handing in any written work.

Instructor Positionality

I am a white cis-gender heterosexual male, a husband, a father, a scholar, and a member of the Choctaw Nation of Oklahoma. I received my PhD in 2017. Prior to coming to KU, I was employed at the University of Central Missouri from 2016 to 2018 as an assistant professor of business communication in a management department. I was trained in Organizational Communication primarily by Ryan Bisel, Michael Kramer (white cis-gender men), and Sunny Lee (a cis-gender female from South Korea). Still, my training was narrow relative to the entire field. I have great depth on some (arguably foundational) topics like identity, leadership, technology, networks, voice, and socialization. I also took two classes entitled *Organizational Behavior* in management and psychology while I was in graduate school, which led me to value concepts which are new to the ‘canon’ or organizational communication like justice and citizenship. You and I will both be trained in what our instructors know and trust.

My epistemological commitments lean towards a relational post-positivism, though I also use social network and interpretivist approaches. My research is more frequently quantitative than qualitative, and quite often involves questions about relationships in organizations, especially questions involving technology. As a scholar, I enjoy critical and rhetorical work, but my own research probably is rarely classified under these forms of reasoning/knowing. Still, you may be surprised to by the methodological balances of scholarship in our schedule—that has to do with the dominate paradigms and landscape of organizational communication.

My positionality affects what you will learn from me in this course, but does not change the wide-body of research in organization science and organizational rhetoric. As I plan our course, I am trying to strike a balance between what I know and can share with you in great depth, and what I am learning is important to other experts whose paradigm, methods, training, and experiences are not like my own in our field.

Ungrading

Your final grade will be allocated between four course requirements as follows. In the spirit of ungrading, a practice designed to center your contribution and the value of feedback, each assignment will be graded only as pass or not. Ungrading values feedback over evaluation—it centers conversation over penalization. Ungrading requires a great deal of trust between you and me. Please let me know if you prefer I evaluate your work in a ‘conventional’ points-based way (I have much experience with this approach). Otherwise, it is my hope you feel more comfortable talking to me about what you hope to accomplish, and how you see the work of this class relative to your own career and interests.

For me, ungrading centers your efforts and contributions (varied as they may be across your graduate program) and helps both of us find ways to increase the value of this course by focusing on conversation and growth. The weights assigned below signal that by completing each component you will receive the cumulative percent of your grade. For example, if you choose not to engage in a Discussion Leadership or Teaching Activity, your grade for the course will be 90%:

- **Discussion Leadership (10% each, 20% total).** For this assignment you will lead class discussion on and create a one-to-two page single-spaced briefs that outline the theory, topic, ideas, or principles we are studying each class day. These topical briefs are meant to distill key concepts for future references. Discussion leaders are expected to read all readings for the day (even if there is an option to ‘pick one’), but are not required to read ‘optional’ readings. Each brief should end with five to seven (5-7) discussion questions for the class. In addition to your summary, you will also be expected to lead conversation throughout class with the help of your instructor. Each student will sign up to be discussion leaders twice in the semester during the first week of class. *Discussion leadership summaries should be uploaded to our shared folder no later than 48 hours before class.*
- **Teaching Activity (10%).** One of the goals of this course is to prepare and equip you to teach organizational communication at the undergraduate level. To this end, you are required to create an executable teaching activity. Your activity should have (1) clear directions, (2) strong connections to key theories, concepts, topics, or principles in organizational communication, and (3) sufficient debrief/discussion material to help a novice instructor connect the topic with their undergraduate students. Assignments may use case studies or ‘in-the-news’ kinds of applications—I have a large repository of cases if you would like to review them. With your permission, we will create a shared repository of these resources. Teaching activities will be showcased during our final class meeting.
- **Pitch Research Ideas (15% each, 30% total).** The goal of the research pitch is to emphasize creative engagement with complex and ‘canonical’ ideas in organizational communication presented in this course. These ideas need not be fully formed; instead, they should be intriguing, engaging, and ideally provocative. Each pitch should present a different topic/theory from the course, last no longer than 15 minutes, and include:
 - A brief rationale (why this topic matters)
 - A concise literature/theory review (minimum 10 scholarly citations, formatted in APA style)
 - A proposed method for exploring the topic (e.g., sample, survey or interview questions)
 - Visuals can help (including PowerPoint, handouts, etc.) but are not requiredStudents will sign up for their idea pitch days during the first week of class, and presentations will be scheduled throughout the semester. These tasks are ungraded; evaluation is based on completion and engagement with peers. During each pitch, the instructor and peers will ask questions to help refine your ideas and strengthen your project.

- **Final project (40% total):** The goal of the final project is simple, connect organizational communication theories/topics to your interest. Start with what you are interested in and go from there!
 - **Goal setting, create a work plan (15%):** This plan of work shares with me what you hope to accomplish in the class. This assignment is designed to be flexible. Here are some examples: you can create a draft of your prospectus, you can create the front end of a paper, you can complete an analysis of a paper you have already started, you can develop an evidence-based training, or you can do something else (see Final Product below for additional examples). This plan of work is a means for you to tell me what your end goal is from this class. There are very few requirements for this plan (1) it must leverage or center a theoretical/topical perspective from our course, and (2) it ought to require work equivalent to a final project for a graduate seminar course. In line with those requirements, consider this a dialogue between you and I where I may request modifications to your work plan (up or down) to fit your capacity as a graduate student in this course. The challenge of this plan of work will be to try and select key theories/topics which fit your goals prior to the weeks we read about those topics. Please feel free to reach out to me (email cpiercy@ku.edu any time) to talk about the ideal topics/theories—this plan can and should change as you learn and develop your project, as you make major modifications, please email me an updated plan.
 - **Final product (25%).** The product we agree upon in the Work Plan will be produced at this stage. All expectations should come from the Work Plan, the only requirement is that this is a well-researched and supported product (e.g., an empirically supported approach to training; a thorough literature review; a thoughtful proposition paper). Here is a non-exhaustive list of potential options for this project to help you consider the possibilities: a training or a workshop with materials; practice comprehensive exam questions with a final paper synthesizing disparate theory; a literature review and methods section for a paper you hope to complete; completing a paper you have already started; a grant application; a syllabus, schedule, and major assignments for a related course; journaling throughout the course with a final reflection about what you learned and how you would change the course in the future; a proposition paper laying out key intersections in an area which interests you; or something else that represents your interests and passions.

Other Important Policies

Religious Holidays: Students observing religious holidays that may require them to miss class periods or scheduled exams, speeches, assignment due dates, etc., should contact Dr. Piercy privately (as soon as possible) to arrange alternative times for completing assignments and/or have these absences excused. If any schedule change interferes with a religious observance, please contact me as soon as possible for alternative arrangements.

Student accessibility and success: Any student needing accommodations for the course should let the instructor know. The earlier we coordinate any accommodations, the better I can support your learning. Students who need assistance obtaining accommodations may contact Student Access Services in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their

services can be found at <http://www.access.ku.edu>. Please contact your instructor privately in regard to your needs in this course.

Mandatory Reporting: With very few exceptions, all employees at the University of Kansas are required to contact the Office of Institutional Opportunity and Access (IOA) at 785-864-6414 or ioa@ku.edu to report incidents of discrimination and sexual harassment, including sexual violence, of which they know or have reason to believe may have occurred. For example, if a student shares information about discrimination or sexual harassment, including sexual violence, with a faculty or staff member, the faculty or staff member must report the information to IOA. Asking faculty or staff members to keep something “confidential” does not exempt them from the mandatory reporting requirement.

Academic Misconduct: Academic misconduct is a serious offense. Academic misconduct is described in *Article II, Section 6* of the University Senate Rules and Regulations. You are responsible for knowing the standards of academic conduct. The document is available here: policy.ku.edu/governance/USRR

Artificial Intelligence: I run a research lab called the Human-Machine Communication Lab (<https://hmc.ku.edu>), and I am both familiar with and use AI myself. I have found it to be a fantastic tool for brainstorming and revision. However, as we move into a future that fully embraces AI, we need to reflect on what we are here to do—as scholars and as humans.

Use AI judiciously. You may use AI in this course as long as we (you, me, our class) can openly discuss how, why, and when you used it. You will be penalized if you conceal your use of AI or if you use AI to complete learning-focused work (e.g., having AI summarize readings and then using that text to make claims).

To this end, for every assignment (e.g., class discussion leadership, idea pitches, final product), you must include an AI use disclosure. The disclosure should state:

- How you used AI (e.g., brainstorming, grammar polishing)
- Which model or tool you used (e.g., ChatGPT, Copilot, Claude)
- Why you used it (e.g., to clarify language, to generate alternative phrasing)

Prototypical format:

“The [model + version] was used for [specific purpose(s)]. All ideas and arguments are my own.”

Example for this syllabus:

“This syllabus was designed by Cameron Piercy. I used Microsoft Copilot to review past course content, our textbook indices, and to brainstorm sources in areas I was less familiar with. Policies were drafted and revised using Copilot. All content in the syllabus represents Dr. Piercy’s vision for this graduate course.”

Piercy’s Guidelines for AI Use

- Generate your own ideas: Original thinking is the foundation of your work.
- Use AI for brainstorming: Explore possibilities, but do not copy wholesale.
- Use AI for polishing not creating: Improve clarity and style, not substance.
- Disclose AI involvement: Include a disclosure note with every submission.
- Verify AI output: AI output is often inaccurate. Fact-check, cite properly, and ensure alignment with standards of high-quality academic work.
- Maintain transparency and integrity: You are responsible for accuracy and honesty in all work.
- Use secure AI tools: Prefer enterprise-secure platforms like Microsoft Copilot (protects your intellectual property) or local models such as Ollama or LocalAi that run only on your computer.

- Manage resources responsibly: AI can accelerate work, but do not let it replace deep engagement with readings, discussions, and critical thinking.

Plagiarism: Plagiarism is a serious offense. Using the words and ideas of others is borrowing something from those individuals. It is always necessary to identify the original source of supporting information. **You must cite the source of any material, quoted or paraphrased, in both written work and oral presentations.**

Sometimes writers are uncertain about what to cite. Here are two firm guidelines:

- If you write word for word what appears in another source, put quotation marks around it and cite the source (author, year, page number).
- If you borrow and summarize ideas, arguments, data, or other information from another source, cite the source even if you put the material in your own words (author, year).
- Agreeing with the material does not make it your own; if it originated with someone else, give that person credit according to a formally recognized style. Helpful websites:
 - <http://writing.ku.edu>
 - <https://owl.purdue.edu/>

Late work: If you are an instructor yourself, we will use whatever late work policy you include in your own syllabus. If you are not an instructor, please take a moment to craft a late work policy that is not longer than one paragraph and share it with me via email at cpiercy@ku.edu. Ideally, we will stay on track with work this semester. If, for some reason, we cannot, we will rely on your late work policy to guide our progress forward. I will talk a bit about why I am implementing this policy in class.

Finding Support: If you tell me you are having trouble, I will NOT judge you or think less of you. In fact, I hope you will extend me the same grace. Here are my thoughts about supporting one another:

- You never owe me personal information about your health (mental or physical), or anything else. However, you are always welcome to talk to me about things that you might be going through.
- If I cannot help you, I know about many resources on and off campus and I will do my best to direct you to resources for assistance.
- If you need extra help, please **just ask!** I will listen and will work with you.

KU is a large campus, and it can be hard to identify the right office quickly. If you're unsure where to begin, use KU's "Report It" directory to find the appropriate reporting path:

<https://reportit.ku.edu/>. Here are some helpful common resources:

- Accessibility/accommodations: Student Access Center: <https://access.ku.edu/>
- Harassment, discrimination, sexual misconduct, or retaliation: Office of Civil Rights & Title IX: <https://civilrights.ku.edu/>
- Mental health support: Counseling & Psychological Services (CAPS): <https://caps.ku.edu/>
- Confidential, informal support navigating conflict or concerns: KU Ombuds Office: <https://ombuds.ku.edu/>

Schedule

Week 1

- **Wed Jan 21** – *What is organizational communication?*
 - Miller & Poole (2024): *Preface*.
 - Nicotera (2019), Ch. 1: *Organizing the study of organizational communication*
 - Stephens (2017): *Organizational communication methods published in MCQ*

Week 2

- **Mon Jan 26** – *Paradigms & Methods*
 - Kuhn (2017): *Developing a communicative imagination under contemporary capitalism*
 - Leonardi (2017): *How to build high impact theories of organizational communication*
 - Miller & Poole (2024), Ch. 3: *Can we meet the alter? Doing justice through organizational communication*. (Ashcraft)
- **Wed Jan 28** – *Paradigms & Methods ctd.*
 - Miller & Poole (2024), Ch. 4: *Quantitative methods in organizational communication* (Manata & Fu)
 - Miller & Poole (2024), Ch. 5: *Qualitative methods in organizational communication* (Tracy & Gist-Mackey)

Week 3

- **Mon Feb 2** *Macro-level Perspective and Trends*
 - **LEADER:** _____
 - Miller & Poole (2024), Ch. 1: *Systems theory and ecosystems of organizational Communication* (Weber)
 - Miller & Poole (2024), Ch. 2: *Emerging trends and topics in research on the communicative constitution of organizations* (Brummans et al.)
 - Mumby (2019) *Work: What is it good for? (Absolutely nothing)— a critical theorist's perspective*
- **Wed Feb 4** – Student Presentations: *Positionality and where Org. Comm. Fits in.*
 - **Student presentations (~5 minutes)**
 - **DUE: Tentative Plan of Work (15%)**

Week 4

- **Mon Feb 9** – *Justice*
 - **LEADER:** _____
 - Greenberg (1990). *Employee theft as a reaction to underpayment inequity*
 - Pick one:
 - Kim et al. (2025). *Organizational justice as anticolonial intervention*
 - Kim & Kiura (2023): *The influences of social status and organizational justice on employee voice: A case of customer care workers*
 - Baumler & Piercy (2025): *Who's the fairest of them all: an experiment testing how source, outcome, and process description affect perceived fairness in hiring decisions.*
 - _____ **idea pitch.**

- **Wed Feb 11 – Workplace Exchange and Changing Work Relationships**
 - **LEADER:** _____
 - Omilion-Hodges et al. (2016): *A comprehensive review and communication research agenda of the contextualized workgroup*
 - Mumby (2020): *Theorizing struggle in the social factory*
 - Cropenzano et al. (2023): *The organizational psychology of gig work*
 - *Optional:* Piercy & Turner-Leatherman (2025). *Socio-technical exchange with machines: worker experiences with complex work technologies.*
 - _____ **idea pitch.**

Week 5

- **Mon Feb 16 – Communication Constitutes Organizations (CCO): Montréal School**
 - **LEADER:** _____
 - Cooren et al. (2011): *Communication, organizing, and organization: An overview and introduction to the special issue*
 - Cooren (2020): *Beyond entanglement: (Socio-) materiality and organization studies*
 - *Optional:* Schoeneborn et al. (2014): *The three schools of CCO thinking.*
 - *Optional:* Cooren & Seidl (2020): *Niklas Luhmann's radical communication approach and its implications for research on organizational communication*
 - _____ **idea pitch.**
- **Wed Feb 18 CCO: Four Flow**
 - **LEADER:** _____
 - McPhee & Zaug (2000/2009): *The communicative constitution of organizations: Four Flows*
 - McPhee (2015): *Agency and the Four Flows*
 - McPhee et al. (2014): *Structuration theory*
 - _____ **idea pitch.**

Week 6

- **Mon Feb 23 – Structuration**
 - **LEADER:** _____
 - Giddens (1984), Ch. 1: *Elements of the theory of structuration*
 - Zanin & Piercy (2019): *The structuration of community-based mental healthcare*
 - Kirby & Krone (2002): *"The policy exists but you can't really use it": Communication and the structuration of work-family policies*
 - _____ **idea pitch.**
- **Wed Feb 25 – Dark Side Work Experiences**
 - **LEADER:** _____
 - Pick two (not the two shortest):
 - Ford et al. (2022): *Structurational divergence, safety climate, and intentions to leave: An examination of health care workers' experiences of abuse.*
 - Zanin & Bisel (2023): *Structurational divergence, implicit orientations to active followership, and employees' selection of upward dissent strategies and silence*
 - Piercy & Carr (2020): *Employer reviews may say as much about the employee as they do the employer: Online disclosures, organizational attachments, and unethical behavior*
 - Mackey et al. (2020): *You abuse and I criticize*
 - _____ **idea pitch.**

Week 7

- **Mon Mar 2 – Identity & Identification**
 - **LEADER:** _____
 - Miller & Poole (2024), Ch. 11: *The role of social identity in organizational communication over time* (Bartels)
 - Scott et al. (1998): *Development of a structural model of identification in the organization*
 - Optional: Cheney (1983): *The rhetoric of identification and the study of organizational communication*
 - Optional: Stanko et al., (2022): *Navigating an identity playground: Using sociomateriality to build a theory of identity play*
 - _____ **idea pitch.**
- **Wed Mar 4 Identity & Identification ctd.**
 - **LEADER:** _____
 - Zanin et al. (2020): *Toward a typology for negotiating layered identities*
 - Wahl et al. (2025): *Fostering employees' organizational identification and organizational citizenship behavior through diversity communication*
 - Optional: Piercy & Carr (2020): *The structuration of identification on organizational members' social media*
 - _____ **idea pitch.**

Week 8

- **Mon Mar 9 – Sensemaking & Relationships**
 - **LEADER:** _____
 - Weick et al. (2005): *Organizing and the process of sensemaking*
 - Lee (2001): *Leader-member exchange, perceived organizational justice, and cooperative communication*
 - Optional: Dulebohn et al. (2012): *A meta-analysis of antecedents and consequences of leader-member exchange: Integrating the past with an eye toward the future*
 - Optional: Bisel & Barge (2011): *Discursive positioning and planned change in organizations*
 - _____ **idea pitch.**
- **Wed Mar 11 – High-Reliability Organizing**
 - **LEADER:** _____
 - Sutcliffe (2011): *High reliability organizations (HROs)*
 - Ford et al. (2025) *Navigating complexity: A forum on communication research in high reliability organizations*
 - Miller & Poole (2024), Ch. 30: *From crisis response to high resilience organizing* (Chewning et al.)
 - _____ **idea pitch.**

Week 9: Spring Break

- **Mon Mar 16 – No Class**
- **Wed Mar 18 – No Class**

Week 10

- **Mon Mar 23 – Leadership?**
 - **LEADER:** _____
 - Miller & Poole (2024), Ch. 7: *Leadership Communication* (Fairhurst et al.)
 - Bisel & Adame (2019). *Encouraging upward ethical dissent in organizations: the role of deference to embodied expertise*
 - Braselton & Piercy (under review): *Sensemaking as a tool for adaptive leadership learning*
 - _____ **idea pitch.**
- **Wed Mar 25 – Reevaluating “Organizational Communication”**
 - **LEADER:** _____
 - Pal et al. (2022): *Decolonizing organizational communication*
 - Cruz & Sodeke (2021): *Debunking eurocentrism in organizational communication theory*
 - Ferguson & Dougherty (2022): *The paradox of the Black professional: Whitewashing Blackness through professionalism*
 - *Optional:* Cruz (2017): *Invisibility and visibility in alternative organizing: A communicative and cultural model*
 - *Optional:* Gist-Mackey & Kingsford (2020): *Linguistic inclusion: Challenging implicit classed communication bias in interview methods.*
 - _____ **idea pitch.**

Week 11

- **Mon Mar 30 – Paradox, Tensions, and Double-Binds**
 - **LEADER:** _____
 - Kahn et al. (2025) *Cultivating a paradoxical mindset: Enhancing transformative learning through paradoxical leadership*
 - *Pick one:*
 - Danesh & Steenkamp (2025): *Navigating relationship tensions: Role of paradoxical mindsets and response repertoires in managing employee–organization relationships during the COVID-19 pandemic*
 - Suortti & Sivunen (2023): *Communicative tensions in remote work during the COVID-19 Pandemic*
 - Rice & Cullinan (2025): *“There are no natural disasters”: Latent climate change tensions in non-sustainability organizations*
 - **Optional:** Piercy et al. (2026) *Knowledge-sharing tensions in multiteam contexts: Idealized openness and conditional closeness*
 - _____ **idea pitch.**
- **Wed Apr 1 – Narrative and Metaphor**
 - **LEADER:** _____
 - Angel et al. (2026) *Metaphors of organizational communication in Latin American Scholarship: A North-South dialogue*
 - Peterson & Garner (2018) *Tensions in narrative ownership.*
 - _____ **idea pitch.**

Week 12

- **Mon Apr 6 – Organizational Design and Temporality**
 - **LEADER:** _____
 - Ballard (2025): *Time by design* (pick any two chapters based on your interest. Ch. 1 and Ch. 5 for Leader)
 - Miller & Poole (2024), Ch. 6: *Organizational communication design* (Barbour et al.)
 - _____ **idea pitch.**
- **Wed Apr 8 – Uncertainty and Socialization**
 - **LEADER:** _____
 - Kramer & Miller (2014): *Socialization and assimilation: Theories, processes, and outcomes*
 - Woo et al. (2023) *Navigating water cooler talks without the water cooler: Uncertainty and information seeking during remote socialization.*
 - *Optional:* Cruz et al. (2020): *Aliens in the United States: A collaborative autoethnography*
 - *Optional:* Allen (1996): *Feminist standpoint theory: A Black woman's (re) view of organizational socialization.*
 - *Optional:* Matsunaga (2025): *Testing the theory of communication and uncertainty management in the context of digital transformation with transformational leadership as a moderator*
 - *Optional:* Watkins & Omilion-Hodges (2025): *Zooming in on generational differences: exploring intergenerational employee relationships and the rise of Generation Z in the workplace*
 - *Optional:* Gist-Mackey (2018): *(Dis)embodied job search communication training: Comparative critical ethnographic analysis of materiality and discourse during the unequal search for work.*
 - _____ **idea pitch.**

Week 13

- **Mon Apr 13 – Technology & Organizing**
 - **LEADER:** _____
 - Miller & Poole (2024), Ch. 23: *Social Media, Organizations, and Organizing* (Stephens & Robertson)
 - Sharma et al. (2024): *Complex technologies and ignorant expertise: The communicative value of not knowing but figuring it out*
 - *Optional:* Yoon et al., 2025: *Boundary work and transactive memory systems in teams: Moderating effects of the visibility affordance*
 - _____ **idea pitch.**
- **Wed Apr 15 – AI and Organizing** (guest: Dr. Camille Endacott)
 - Miller & Poole (2024), Ch. 22: *Artificial Intelligence and Organizational Communication* (Leonardi et al.)
 - Pilny et al. (2025), Chapter 4
 - Pilny et al. (2025), Chapter 6
 - _____ **idea pitch.**

Week 14

- **Mon Apr 20 – Wellness, Work-Life, Inclusion**
 - **LEADER:** _____
 - Miller & Poole (2024), Ch. 15: *Piecing Together Inclusion* (Villamil et al.)
 - Miller & Poole (2024), Ch. 27: *Work and Life Communication* (Buzzanell & Medved)
 - Miller (2013): *Organizational Emotions and Compassion at Work*.
 - *Optional:* Charki et al. (2026): *Knowledge contribution on enterprise social media and employee well-being*
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- **Wed Apr 22 – Transparency and Visibility**
 - **LEADER:** _____
 - Leonardi & Treem (2020) *Behavioral visibility: A new paradigm for organization studies in the age of digitization, digitalization, and datafication*
 - Miller & Poole (2024), Ch. 20: *Generational shifts: The emergence of visibility in globalization research* (Ganesh et al.)
 - Miller & Poole (2024), Ch. 21: *Types of organizations* (Scott et al.)
 - _____ **idea pitch.**

Week 15

- **Mon Apr 27 – Organizational Change**
 - **LEADER:** _____
 - Lewis (2019): *Organizational change*
 - Miller & Poole (2024), Ch. 13: *Stakeholders and organizational change* (Lewis & Sahay)
 - *Optional:* Leonardi et al. (2019) *The coevolution of objects and boundaries over time: Materiality, affordances, and boundary salience*
 - _____ **idea pitch.**
- **Wed Apr 29 – Remote Work**
 - **LEADER:** _____
 - Miller & Poole (2024), Ch. 24: *Distributed Collaboration* (Gibbs & Connaughton)
 - Leonardi et al. (2024): *How remote work changes the world of work*
 - Weber & Treem (2025): *Organizational metrics of technology use and the transparency paradox*
 - *Optional:* Cui et al., (2026): *Big Five traits and self-determination in preferences for working in person: The moderating role of communication overload.*
 - _____ **idea pitch.**

Week 16

- **Mon May 4 – Power & Control (Guest: Dr. Alaina Zanin)**
 - Miller & Poole (2024), Ch. 14: *Communication, Power, and Organizational Politics* (Zoller & Ban)
 - Mumby (2015): *Organizing power*
 - Zanin & Biesel (2018): *Discursive positioning and collective resistance: how managers can unwittingly co-create team resistance*
 - _____ **idea pitch.**
- **Wed May 6 – Crisis & Resilience**
 - **LEADER:** _____
 - Dutta (2019): *Communicating resilience in actual and imagined boundaries*

- Han & Piercy (2026): *Nonprofit resilience and adaptive capacity: Bonding and bridging social capital in local collaborative networks*.
- _____ **idea pitch.**

Week 17

Final Presentations: Monday, May 11th, 1:30 – 4:00 p.m.

- Teaching materials presentations (up to 8 minutes each)
- Final project accomplishment presentations (up to 10 minutes each)

Note: Students are expected to do the readings listed for each class. Optional readings may be used to replace any listed reading. Students are also invited to find related additional readings, with approval via email (cpiercy@ku.edu), any additional reading may be used to replace the listed readings.