

Communication and Flourishing in Organizations – COM 691

Fall 2026 – Arizona St U-Tempe; Stauffer A137 – Monday 3-5:45 p.m.

Professor: Dr. Sarah J. Tracy, Ph.D. Email: Sarah.Tracy@asu.edu

Office hours (Stauffer 424): Monday 2:30-3 & 5:45-6:15 p.m. & by appointment

Course thesis: *Flourishing at work isn't a personality trait or an achievement. It's something communicatively and relationally constituted by and within systems of unequal possibility.*

Course Overview

In this course, we examine the ways that communication can cultivate or disrupt key aspects of human flourishing—characterized by positive emotion, sense of purpose, and high-quality relationships—in organizations. What's more, the course will cover ways to address employee suffering and burnout through key practices like compassion, passion, autonomy, and engagement. We will also examine the ways in which specific types of organizational communication practices, leadership approaches, and organizational structures may influence employee wellbeing—in organizations writ large and with intermittent focus on academic organizing. Course activities will include a mix of assignments, class activities, two exams, public scholarship through Wikipedia, and a research proposal.

Topics will include: flourishing, thriving, happiness, and practical wisdom; positive organizational scholarship; power, identity, and sensemaking; meaningful work, purpose, and passion; emotional contagion and humanistic organizing; emotional labor, burnout, and engagement; workplace bullying, discrimination, dignity, and disenfranchisement; organizational politics, toxicity, bullshit, gossip, and silence; belonging, trust, friendship, relationships, and social support; compassion, forgiveness, and gratitude; resilience, rest, boundaries, and co-rumination; joy, play, humor, and flow; and time management, collaboration, and the possibilities and limits of cultivating one's own flourishing at work.

Enduring Tensions We Will Explore

Rather than treating flourishing as a simple outcome to be achieved, throughout the semester we will examine tensions and contradictions that arise when people seek to flourish within organizational life. These include:

- Flourishing ↔ Suffering
- Passion ↔ Burnout
- Compassion ↔ Boundaries
- Calling ↔ Exploitation
- Authenticity ↔ Professional expectations
- Support ↔ Rumination
- Mindfulness ↔ Action
- Positivity ↔ Criticality
- Resilience ↔ Structural change
- Individual agency ↔ Organizational responsibility

These tensions do not necessarily have simple resolutions. Instead, we will use them as recurring questions for thinking critically about *when, how, and for whom flourishing becomes possible*.

Course Objectives – This course is designed to:

1. *Introduce* major theories, research, and organizational communication perspectives on flourishing at work.
2. *Examine* how communication, relationships, power, inequality, identity, and organizational conditions can enable or constrain flourishing.
3. *Explore* enduring tensions surrounding flourishing, including flourishing and suffering, passion and burnout, compassion and boundaries, resilience and structural change, and individual agency and organizational responsibility.
4. *Consider* communicative, relational, organizational, and individual practices for cultivating flourishing while *critically examining* their possibilities and limitations.

Learning Outcomes – Upon successful completion of this course, students will be able to:

1. *Explain and synthesize* major theories, concepts, research findings, and scholarly debates concerning flourishing in organizational life.
2. *Apply organizational communication perspectives* to analyze how communication, relationships, power, inequality, identity, and organizational structures enable and constrain flourishing.
3. *Critically evaluate tensions and competing perspectives* surrounding flourishing at work, including the possibilities and limitations of individual, relational, organizational, and structural approaches to cultivating flourishing.
4. *Locate, evaluate, synthesize, and accurately represent scholarly research* on flourishing and organizational communication.
5. *Develop and communicate a theoretically grounded and feasible communication research project* that identifies a meaningful scholarly problem or question, engages relevant literature, proposes appropriate methods, and articulates anticipated theoretical and practical contributions.
6. *Communicate scholarly knowledge effectively and ethically across academic and public contexts*, including making informed and transparent decisions about the use of generative AI.

Course Resources - No assigned book. Required course readings will be freely available in the ASU library, Canvas, or both.

Linking Learning Outcomes, Course Assignments, and Points Available

Course Assignment/Activity	Primary Learning Outcomes	Points Available
Final Research Proposal & Live Discussion	1, 4, 5, 6	80
Research Proposal Building Blocks & Peer Feedback	4, 5, 6	20
Wikipedia/Public Scholarship Project	2, 4, 6	25
Exams	1, 2, 3	75
Participation, Discussion, Class activities	1, 2, 3, 6	25
Total points available		225

Grading

Letter grades are figured as to the following guidelines (out of 225 pts). Course activities serve different purposes: some are developmental opportunities to practice and make progress, while others are final demonstrations of learning. Developmental work is generally evaluated for meaningful completion rather than polish. See policy on *Attendance, Absences, Due Dates, and Flexibility* for distinction between “target date” and “due date/final deadline.”

Outstanding –above expectations	Good – above average	Satisfactory – meets min. requirements	Unsatisfactory	Failing or academic dishonesty
A+ 219 – 225 pts	B+ 196 – 202 pts	C+ 174 – 179 pts		
A 210 – 218 pts	B 187 – 195 pts	C 158 – 173 pts	D 135 – 157 pts	E 134 pts and below
A- 203 – 209 pts	B- 180 – 186 pts			XE - academic dishonesty

Description of Assignments

Research Proposal & Live Discussion – up to 80 points

Final proposal deadline: Tuesday, November 24

Live in-person discussions with instructor: November 30–December 4

Develop an empirical research proposal that extends or complicates research as related to a certain aspect of flourishing as discussed in this course. This should be a project that is feasible for you to complete in the next calendar year by yourself or with a partner and with limited funding. The proposal should explain what is known about the topic, pointing out the current dilemmas, gaps, controversies, and needs for new knowledge. Please reference at least 20 scholarly journal articles or book chapters, with at least five being readings from the class, five being from communication scholars/journals, and five being articles that go into more detail on a topic covered in the course.

The proposal should lay out a research question or hypothesis that is appropriately studied by you (and perhaps a partner) through communication methods and one that naturally emerges given the state of scholarship in this area. The proposal should then provide a brief overview of methods. Finally, it should discuss the kinds of findings and implications that might reasonably emerge from the proposed study. Together, the proposal should demonstrate how and why this study is theoretically significant and practically worthwhile. You will write a 12-14-page double-spaced typed proposal using APA style and engage in a live discussion in which you'll be asked questions and provide additional explanatory detail.

You are welcome to work with a partner on this project but should choose them with care.

You will also participate in an in-person discussion of your proposal with the instructor during office hours as part of the proposal assignment. This is an opportunity to elaborate on, clarify, and discuss the project. No need to have a formal presentation. Just come prepared to discuss and respond to questions about your research purpose, relevant scholarship, proposed methods, and anticipated contributions. In-person time slots will be made available for you to sign up between November 30-December 4.

Research Proposal Building Blocks & Peer Feedback – up to 20 points

The research proposal is segmented into several “building block” assignments that lead toward your final proposal and live discussion. These assignments are designed to keep your project moving, give you opportunities to experiment, and allow you to receive feedback along the way; they are not expected to be polished final projects. They are evaluated primarily for meaningful completion rather than polish. Each of the four activities below is worth up to 5 points, for a total of 20 points. 5 = meaningfully completed; 3 = partially/cursorily completed; 0 = not completed.

Building blocks will be submitted via the discussion board in Canvas. You are *invited* to read and provide informal feedback to your peers as a way of further participating in our collective learning community.

- 1. Two Potential Topics and Preliminary Abstract, Title, Key Words (Week 4):** Describe two different proposal ideas. For each, come up with an overall research question, hypothesis, or research problem that your project would tackle and write a couple sentences discussing the rationale and purpose for studying this issue. For inspiration, consider syllabus readings, past student papers, organizational dilemmas you've faced, unanswered questions in the literature, hot topics, or issues that confuse and/or energize you.

Then, *for the idea you favor most*, develop a preliminary abstract, title, and keywords. Examine models of course reading abstracts and write something at 300-400 words. Writing this first provides a road map. Your abstract will change over the semester—this is a place to start. Abstracts typically include these parts: 1) What is the study about? 2) What is the rationale? 3) Who is the intended audience? 4) How am I connecting to a scholarly conversation? 5) Significance of the anticipated findings. Remember a title and keywords. **Target date: Thursday, September 17.**

- 2. Annotated Bibliography (Week 8)** – develop an annotated bibliography using APA style of 10 or more scholarly chapters or journal articles that you’ll use in developing your research proposal. Note, for your final project, you’re asked to have at least 20 articles, with at least five being readings from the class, five being from communication scholars/journals, and five being articles that go into more detail on a topic covered in the course (see course topics on first page of syllabus). For each citation, explain in your own words (in a couple of sentences written by you) how you will be using the article in your specific study proposal. **Target date: Thursday, October 29**
- 3. Proposal Briefing/Outline & Instructor Meeting (Week 10)** – Write a 2-3 page brief/outline that includes:
- i. Intended Audience and presentation/publication outlet for your proposed study– include a statement of this audience’s potential interest in or concern with this project
 - ii. Overall Purpose; no more than 1-3 sentences
 - iii. Overall Rationale [make sure this links to your intended audience]
 - iv. Outline of lit review – Do this in the form of three to five statements that say, “whereas...[name what is already known], this project is exploring / asking / investigating...[articulate specific goals of project].” Include key references.
 - v. Several-sentence statement of method
 - vi. Key findings, claims, or arguments (3-4 full sentences). These may be tentative right now.
 - vii. Overall project contributions (theoretical, practical, heuristic)—say how you envision this project contributing to key conversations or concerns in your intended audience
- Due Date: Thur., 11/5.** You will schedule a 15-minute meeting with Dr. Tracy to discuss, brainstorm, and respond to questions. I will post time slots for sign up between **Nov 10-13.**
- 4. Structured Peer Feedback on Brief (Week 11):** Provide some structured feedback and suggestions on one of your colleagues’ briefs. As a template, use criteria of: a) clarity of purpose and rationale; b) credibility and completeness of literature; c) value of contribution—theoretical and/or practical; d) value of contribution to flourishing and organizing sub-disciplinary area; e) readability (format, style, organization). – **Done in class November 9th** (and post as a response to student’s briefing/outline on course discussion board)

As noted above, the final deadline for the written proposal is Tuesday, November 24.

Public Scholarship via Wikipedia Assignment (up to 25 pts):

Increasingly, scholars are being asked and expected to contribute to the public dialogue on their scholarship. This is a result of more reliance on large language models, which makes fact-finding with a verifiable citation trail even more valuable. With this goal regarding public scholarship and practical wisdom, one of our course assignments will be your improving (and if warranted, creating) a Wikipedia article on a topic of your choice related to the course.

This assignment will be accomplished via sequential assignments detailed on our dedicated [course WikiEdu](#) page.

This is an adventurous assignment with the potential to contribute to public scholarship. Learning a new platform may sometimes feel challenging, and we will approach those challenges with curiosity and flexibility. By the end, we will reflect collectively on whether and how our work affected public conversations about flourishing at work.

(continued below)

Wikipedia Public Scholarship Assignment, continued from above

First, you will work on some Wikipedia preliminary milestones. These constitute 10 points of completion credit. **Preliminary Wikipedia Milestones — 10 points**

1. **Week 2** – Creating a Wikipedia account; logging into our [course](#), AI assignment – **Target Date: Thursday, September 3**
 - a. Note: Wikipedia encourages users to choose anonymous usernames.
2. **Week 5** – Evaluate Wikipedia, keeping track of your work; choosing possible topics, add a fact – **Target Date: Thursday, September 24**
3. **Week 6** – Finalizing your topic, finding sources, planning changes, guides for writing an article in your topic area, Improving representation – **Target Date: Thursday, October 1**
 - a. Note: Make a copy of your work outside of Wikipedia before transferring it into either the sandbox or a new page. Works on Wikipedia can be reverted for a number of reasons and it's important you keep a copy.
4. **Week 7** - Start drafting your contributions, begin moving your work to Wikipedia, and improving your article. **Target Date: Thursday, October 8**
 - a. Note: For your final entry, you'll be asked to add at least five highly applicable and recent (2006 or beyond) scholarly journal articles or book chapters to complete your work.
 - b. There are many ways to improve Wikipedia. You may create an entirely new entry or, more likely, contribute a new section to an existing article with critical information on that subject. All students are asked to improve sourcing. Some of you may restructure an article to improve its accessibility.

The preceding activities are *developmental checkpoints* designed to help you make steady progress on the Wikipedia project. Together they are worth 10 points and are evaluated for meaningful completion. The dates listed are *target dates*; completing each activity on schedule will help you benefit from the WikiEdu sequence and avoid having the project accumulate at the end of the semester. See the Due Dates and Flexibility policy for information on “target dates”.

Final Wikipedia Contribution & Reflection — 15 points

5. **Week 12** – Polish your work, write final article, and reflect. **Final Deadline: Thursday, November 12 (15 pts)** – rubric of considerations on Canvas.
 - a. Note: depending on time, we may also do some informal short presentations on your article and reflection in Week 13 or 14

Exams – 75 points (split roughly evenly between two exams)

This course will include two in-person exams designed to assess your understanding and command of the course material. You will be asked to *explain, apply, connect, and synthesize* concepts, theories, research findings, controversies, and readings from the course. Exam questions may be answered orally, in writing, or through a combination of formats. Some questions or areas of focus may be provided in advance.

Successful preparation involves more than recognizing course concepts. You should be able to explain important ideas in your own words, make connections across readings and topics, and respond thoughtfully to questions about what you have learned. Close reading, useful notes, informed participation in class discussions, and developing a working knowledge of the assigned scholarship will support your success. Additional details about the format and expectations for each exam will be provided in class. See information under “participation” above about a recommended structure for taking notes.

Exam technology: Unless specified as an approved accommodation in advance, phones, smartwatches, smart glasses (e.g., Google Glass, Meta/Ray-Ban), earbuds, and other connected or AI-enabled devices may not be worn or used during exams and should be turned off and stored away.

Participation and Preparation – up to 25 points – ongoing

Because this is a graduate seminar, much of our learning will emerge through discussion, questioning, activities, and making connections among readings and experiences. Your preparation and participation therefore matter not only to your own learning but also to our collective learning.

Come to class having completed the assigned readings and prepared to engage with them. Students can earn participation points through attendance and focused attention for the full class period; demonstrated preparation; thoughtful and appropriate verbal participation (more does not always = better); asking useful questions and making connections among readings and course concepts; listening alertly and taking notes; participating fully in class activities; and providing engaged and supportive attention to other class members.

To provide structure for you participating in this course in a way that will support your success on assignments and exams, you are invited to take notes with this structure in mind for each of the article readings:

- 1) What did the author intend for you to “get” from this reading (consider central arguments and key concepts / terms)?
- 2) What struck you as most interesting, problematic, or important?
- 3) How does this reading inform, interrogate, or support your current research project (or larger research interests)?
- 4) What questions, critiques, or ideas for future research does this reading leave you with?

If you need to miss class, please communicate with me and take responsibility for catching up on the readings, materials, and ideas you missed. Our goal is not to perform engagement but to help create the conditions in which everyone in the room can learn, contribute, and flourish.

Course Practices, Expectations, and Policies

How the Course Works

Canvas, Technology, Course Communication, and Grade Posting

Canvas will serve as the primary online home for this course. Course readings, assignments, announcements, supplemental materials, and grades will be posted there. We will also be using our Wiki.edu page to track Wikipedia assignments. Students can navigate directly to the course Canvas website through My ASU or canvas.asu.edu. Technical assistance is available through the Canvas “Help” icon located on the left-hand navigation menu, and phone and live-chat support are available through ASU.

Students are responsible for regularly checking Canvas and their ASU email for course announcements and updates. If a technical problem interferes with your ability to complete or submit an assignment, please communicate with Dr. Tracy as soon as possible. *I generally respond to student email within two business days. If you have not heard from me after that time, please feel welcome to follow up.*

Grades for course assignments will be posted in Canvas. Canvas will provide an ongoing record of points earned on graded work; final course grades will be calculated according to the point totals and grading scale provided in this syllabus. Please review posted grades periodically and contact Dr. Tracy promptly if you believe there is an error.

Attendance, Absences, Due Dates, and Flexibility

Attendance and participation are important to both individual and collective learning. If you need to miss class, please communicate with Dr. Tracy and take responsibility for catching up on readings, materials, activities, and ideas you missed. Due dates in this course are intended to help you pace your work, participate fully in our learning community, and avoid having major work accumulate at the end of the semester. At the same time, different kinds of assignments require different levels of deadline flexibility.

Developmental assignments—including research proposal building blocks and preliminary Wikipedia activities—have *target dates*. Completing these assignments by the target date allows you to benefit from timely feedback, peer interaction, and subsequent course activities. For developmental assignments, a one-week grace period is available after the target date without penalty, but feedback may not be available. You do not need to document or justify ordinary circumstances in order to use the built-in flexibility described above.

Time-sensitive assignments—such as peer feedback, final projects, and work needed for subsequent peer or instructor feedback—have firm due dates / final deadlines because completing them late may affect other students or the overall structure and timeline of the course. Late work may receive a deduction of up to 5% per day late. No assignments will be accepted after Monday, December 7th.

If circumstances interfere with your ability to keep up with course work, please communicate with Dr. Tracy as soon as reasonably possible. We can discuss what flexibility is feasible while also helping you stay on track. Incompletes are discouraged and may be requested if you: 1) experience serious documented illness or emergency; 2) finish more than 75% of the coursework, 3) negotiate the incomplete before the final day of class.

Doing Your Work

Generative AI: Use It to Support Your Learning, Not Replace It

Generative AI tools such as ChatGPT can support learning through brainstorming, questioning, feedback, and exploration. They can also short-circuit the intellectual work graduate education is designed to develop. In this course, we will critically explore both their possibilities and limitations.

The guiding principle is simple: Use AI to support your thinking and writing, not to do the thinking or writing for you. For the Wikipedia project, research proposal building blocks, and final proposal, the ideas, analysis, synthesis, arguments, and prose you submit should be generated by *you*. Do not ask AI to write or substantially rewrite sentences, paragraphs, summaries of scholarship, arguments, or interpretations that you submit as your own.

Appropriate uses may include brainstorming search terms or possible directions after you have begun thinking about a topic; asking questions that help you work through an idea; receiving feedback on the organization, clarity, or weaknesses of writing you have already produced; checking grammar or APA formatting; or testing your understanding through conversation.

When an assignment asks you to engage scholarly research, *read the original scholarship yourself* rather than relying on AI-generated summaries or citations. You are responsible for accurately representing your sources and for evaluating information generated by AI.

Be transparent about substantive AI use. If you use generative AI beyond routine spelling, grammar, or formatting, include a brief note at the end of the assignment identifying the tool and explaining how you used it. Appropriate and transparent AI use consistent with these guidelines will not be penalized.

AI technologies and norms are changing quickly, so questions and ambiguous situations will arise. Please ask. Learning to make informed and ethical choices about when AI supports scholarly development—and when it substitutes for it—is part of the work of this course.

Note: ChatGPT was used to help format this syllabus and to assist with aligning learning outcomes, assignments, and course policies with the instructor's pedagogical goals.

Academic Integrity and Anti-Plagiarism Policy

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academic-integrity>

Plagiarism of any kind will not be tolerated. Students must take exams independently without assistance from other people, unauthorized materials, electronic devices, or AI tools. Students may not submit papers written by persons other than themselves. Students must submit original work for this course and may not submit papers previously submitted to (an) other class (es). The ASU student academic integrity policy lists violations in detail. These violations fall into five broad areas that include but are not limited to: (1) Cheating on an academic evaluation or assignment; (2) Plagiarizing; (3) Academic deceit, such as fabricating data or information; (4) Aiding academic integrity policy violations and inappropriately collaborating; (5) Falsifying academic records. See <https://provost.asu.edu/academic-integrity>

Course materials and recordings

Course materials created by the instructor—including lecture slides and PowerPoints, handouts, assignment materials, course website/Canvas materials, and other original instructional materials—are copyrighted. These materials are provided for your personal educational use in this course and may not be posted, shared, distributed, reproduced, or sold outside the course without permission. Students may not make or distribute recordings of class sessions without prior permission, except as authorized through an approved accommodation.

Learning Together

Classroom Community, Expectations, and Sensitive Course Content

Our classroom should support serious intellectual engagement, curiosity, disagreement, and collective learning. Students are expected to engage one another respectfully, listen carefully, make space for differing perspectives, and help maintain an environment conducive to learning.

Please use laptops, tablets, phones, and other devices in ways that support rather than distract from our collective work. Because class conversations may involve personal experiences, unpublished research ideas, or sensitive material, do not record class meetings or share identifiable comments or materials from classmates outside the course without permission.

Some readings and discussions in this course address potentially difficult or sensitive subjects, including workplace bullying, discrimination, ableism, harassment, exploitation, suffering, burnout, and other forms of organizational harm. We will approach these subjects as matters of scholarly inquiry while recognizing that students may have personal experiences related to them. *If you have concerns about engaging with particular course content, I encourage you to communicate with me in advance so that we can discuss ways to support your learning.*

Accommodations Available for Religious Practices, University-Sanctioned Activities, and Students with Disabilities

Students who participate in university-sanctioned activities or are participating in the observance of religious holidays that require classes to be missed, shall be given opportunities to make up examinations and other in-class work. Absence from class or examinations due to university-sanctioned activities or religious holidays does not relieve students from responsibility for any part of the course work required during the period of the absence. More information: <http://www.asu.edu/aad/manuals/acd/acd304-02.html> and <http://www.asu.edu/aad/manuals/acd/acd304-04.html>.

If you need accommodation for religious practice or university-sanctioned activities, please alert Dr. Tracy *two weeks prior* to the accommodation need so that alternate plans can be made.

Students who feel they will need disability accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services office should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthews Center Building. SAILS staff can also be reached at (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: <https://eoss.asu.edu/accessibility>

University Policies

Disruptive, Threatening, or Violent Behavior

In the classroom and out, students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual, available at <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Prohibition Against Discrimination, Harassment, and Retaliation

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. For more information, see the Computer, Internet, & Electronic Communications Policy at <http://www.asu.edu/aad/manuals/acd/acd125.html>

Course reading schedule – adaptations may be made with one week’s notice (check Canvas for latest)

Week / Date / Activities	Readings (read before class)	Assignments & Deadlines (11:59 p.m. unless otherwise noted)
1 - 8/24 A grand tour of crafting flourishing at work: Positivity, practical wisdom, emotion, and happiness Possible LEGO activity	Caza, B. B., & Caza, A. (2008). Positive organizational scholarship: A critical theory perspective. <i>Journal of Management Inquiry</i> , 17(1), 21–33. https://doi.org/10.1177/1056492607305907 Flyvbjerg, B. (2006). Making organization research matter: Power, values, and phronesis. In S. R. Clegg, C. Hardy, T. B. Lawrence, & W. R. Nord (Eds.), <i>The SAGE handbook of organization studies</i> (2nd ed., pp. 370–387). SAGE. https://doi.org/10.4135/9781848608030.n11 Kleine, A.-K., Rudolph, C. W., & Zacher, H. (2019). Thriving at work: A meta-analysis. <i>Journal of Organizational Behavior</i> , 40(9–10), 973–999. https://doi.org/10.1002/job.2375 Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being? <i>Current Directions in Psychological Science</i> , 22(1), 57–62. https://doi.org/10.1177/0963721412469809 Tracy, S. J., & Malvini Redden, S. (2025). The structuration of emotion. In A. M. Nicotera (Ed.), <i>Origins, traditions, and trends of organizational communication: A comprehensive introduction to the field</i> (2nd ed., pp. 355–376). Routledge. https://doi.org/10.4324/9781003484639-21	
2 - 8/31 Theoretical foundations: Communicative constitution of organizations (CCO), power, identity, and sensemaking Possible passion presentations	Schoeneborn, D., & Vásquez, C. (2017). Communicative constitution of organizations. In C. R. Scott, L. Lewis, J. R. Barker, J. Keyton, T. Kuhn, & P. K. Turner (Eds.), <i>The international encyclopedia of organizational communication</i> (Vol. 1, pp. 367–386). Wiley. https://doi.org/10.1002/9781118955567.wbieoc030 Zoller, H. M., & Ban, Z. (2025). Power and resistance. In A. M. Nicotera (Ed.), <i>Origins, traditions, and trends of organizational communication: A comprehensive introduction to the field</i> (2nd ed., pp. 233–252). Routledge. https://doi.org/10.4324/9781003484639-15 Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. <i>Organization Science</i> , 16(4), 409–421. https://doi.org/10.1287/orsc.1050.0133 Tracy, S. J., & Trethewey, A. (2005). Fracturing the real-self↔fake-self dichotomy: Moving toward “crystallized” organizational discourses and identities. <i>Communication Theory</i> , 15(2), 168–195. https://doi.org/10.1111/j.1468-2885.2005.tb00331.x	Wikipedia: Account, Course & AI Assignment Target date: Thurs. 9/3
3 - 9/7	No class – Labor Day	—

4 – 9/14 Meaningfulness and passion at work	Michaelson, C., Pratt, M. G., Grant, A. M., & Dunn, C. P. (2014). Meaningful work: Connecting business ethics and organization studies. <i>Journal of Business Ethics</i>, 121(1), 77–90. https://doi.org/10.1007/s10551-013-1675-5 Mitra, R., & Buzzanell, P. M. (2017). Communicative tensions of meaningful work: The case of sustainability practitioners. <i>Human Relations</i>, 70(5), 594–616. https://doi.org/10.1177/0018726716663288 Pollack, J. M., Ho, V. T., O’Boyle, E. H., & Kirkman, B. L. (2020). Passion at work: A meta-analysis of individual work outcomes. <i>Journal of Organizational Behavior</i>, 41(4), 311–331. https://doi.org/10.1002/job.2434 Roberts, L. M., Dutton, J. E., Spreitzer, G. M., Heaphy, E. D., & Quinn, R. E. (2005). Composing the reflected best-self portrait: Building pathways for becoming extraordinary in work organizations. <i>Academy of Management Review</i>, 30(4), 712–736. https://doi.org/10.5465/amr.2005.18378874	Two Potential Topics and Preliminary Abstract, Title, Keywords Target date: Thurs. 9/17
5 – 9/21 Positive organizational communication, humanistic organizing, and emotional contagion	Banerjee, P., & Srivastava, M. (2019). A review of emotional contagion: Research propositions. <i>Journal of Management Research</i>, 19(4), 250–266. Leach, R. B., Tracy, S. J., & Wong, T. (2024). Refreshing the positive: Bridging positive organizational communication and critical scholarship with Buddhist philosophies. <i>Communication Theory</i>, 34(1), 29–38. https://doi.org/10.1093/ct/qtad015 Mirivel, J. C., & Fuller, R. P. (2024). A world of possibilities: Introducing positive communication scholarship to inspire better business and organizational communication research. <i>International Journal of Business Communication</i>, 61(4), 743–759. https://doi.org/10.1177/23294884241264268 Town, S., Reina, C. S., Brummans, B. H. J. M., & Pirson, M. (2024). Humanistic organizing: The transformative force of mindful organizational communication. <i>Academy of Management Review</i>, 49(4), 824–847. https://doi.org/10.5465/amr.2021.0433	Wikipedia: Evaluate, Choose Topics & Add a Fact Target date: Thurs. 9/24
6 – 9/28 What stands in the way of thriving: Burnout, bullying, exhaustion, gossip	Tracy, S. J. (2010). Managing burnout and moving toward employee engagement: Reinvigorating the study of stress at work. In P. Lutgen-Sandvik & B. Davenport Sypher (Eds.), <i>Destructive organizational communication: Processes, consequences, and constructive ways of organizing</i> (pp. 77–98). Routledge. https://doi.org/10.4324/9780203928554-12 Riforgiate, S. E., Howes, S. S., & Simmons, M. J. (2022). The impact of daily emotional labor on health and well-being. <i>Management Communication Quarterly</i>, 36(3), 391–417. https://doi.org/10.1177/08933189211041352 Ferreira, J. B. (2022). Exhausted and not doing enough? The productivity paradox of contemporary academia. <i>She Ji: The Journal of Design, Economics, and Innovation</i>, 8(2), 181–191. https://doi.org/10.1016/j.sheji.2022.05.001 Pelletier, K. L., Kottke, J. L., & Sirotnik, B. W. (2019). The toxic triangle in academia: A case analysis of the emergence and manifestation of toxicity in a public university. <i>Leadership</i>, 15(4), 405–432. https://doi.org/10.1177/1742715018773828	Wikipedia: Finalize Topic, Sources & Plan Changes Target date: Thurs. 10/1

7 – 10/5 What stands in the way of thriving: Politics, bullshit, grandstanding, toxicity	McCarthy, I. P., Hannah, D., Pitt, L. F., & McCarthy, J. M. (2020). Confronting indifference toward truth: Dealing with workplace bullshit. <i>Business Horizons</i>, 63(3), 253–263. https://doi.org/10.1016/j.bushor.2020.01.001 Ferris, G. R., Ellen, B. P., McAllister, C. P., & Maher, L. P. (2019). Reorganizing organizational politics research: A review of the literature and identification of future research directions. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 6, 299–323. https://doi.org/10.1146/annurev-orgpsych-012218-015221 Tosi, J., & Warmke, B. (2016). Moral grandstanding. <i>Philosophy & Public Affairs</i>, 44(3), 197–217. https://doi.org/10.1111/papa.12075 Šimáček, P., & Král, P. (2026). Do not make employees futile: The impact of acquiescent silence on negative workplace gossip, employee exhaustion, and intention to quit. <i>Management Communication Quarterly</i>. Advance online publication. https://doi.org/10.1177/08933189261433587	Wikipedia: Begin Drafting & Moving Work to Wikipedia Target date: Thurs. 10/8
8 - 10/12 Fall Break	No Class; No Readings	—
9 - 10/19	Celebration of Knowledge and Exam – Live during class period	During class
10 – 10/26 What stands in the way of thriving: dignity; dirty work; discrimination, imposter feelings, disenfranchisement	Lucas, K., Kang, D., & Li, Z. (2013). Workplace dignity in a total institution: Examining the experiences of Foxconn’s migrant workforce. <i>Journal of Business Ethics</i>, 114(1), 91–106. https://doi.org/10.1007/s10551-012-1328-0 Zulfiqar, G., & Prasad, A. (2022). How is social inequality maintained in the Global South? Critiquing the concept of dirty work. <i>Human Relations</i>, 75(11), 2160–2186. https://doi.org/10.1177/00187267221097937 Shenoy-Packer, S. (2015). Immigrant professionals, microaggressions, and critical sensemaking in the U.S. workplace. <i>Management Communication Quarterly</i>, 29(2), 257–275. https://doi.org/10.1177/0893318914562069 Kirksey, E., Villamil, A., Pennell, H., & Rondot, S. R. (2026). “It felt like they were out to get me”: Disabled women, ableism, & organizational disenfranchisement. <i>Western Journal of Communication</i>, 90(2), 187–210. https://doi.org/10.1080/10570314.2025.2601507 Recommended, not required: Breeze, M. (2025). Working with imposter feelings: A queer feminist invitation to imposter sociology. <i>Sociologica</i>, 19(2), 175–190. https://doi.org/10.6092/issn.1971-8853/20858	Annotated Bibliography Target date: Thurs. 10/29

11 – 11/2 Flourishing through relationships, belonging, and connection	Colbert, A. E., Bono, J. E., & Purvanova, R. K. (2016). Flourishing via workplace relationships: Moving beyond instrumental support. <i>Academy of Management Journal</i>, 59(4), 1199–1223. https://doi.org/10.5465/amj.2014.0506 Allen, B. J. (2025). Belonging at work. In S. J. Kim, P. M. Buzzanell, A. Mazzei, & J. Kim (Eds.), <i>The Routledge handbook of employee communication and organizational processes</i> (pp. 364–374). Routledge. Carmeli, A., & Spreitzer, G. M. (2009). Trust, connectivity, and thriving: Implications for innovative behaviors at work. <i>The Journal of Creative Behavior</i>, 43(3), 169–191. https://doi.org/10.1002/j.2162-6057.2009.tb01313.x Rumens, N. (2017). Researching workplace friendships: Drawing insights from the sociology of friendship. <i>Journal of Social and Personal Relationships</i>, 34(8), 1149–1167. https://doi.org/10.1177/0265407516670276	Proposal Briefing / Outline Due Date: Thurs. 11/5 Sign-up for a 15-min Zoom brainstorm with Dr. Tracy Nov. 9-13
12 – 11/9 Flourishing through compassion, forgiveness, and gratitude Peer feedback workshop on colleague's briefing/outline	Leach, R. B., Zanin, A. C., Tracy, S. J., & Adame, E. A. (2024). Collective compassion: Responding to structural barriers to compassion with agentic action in healthcare organizations. <i>Management Communication Quarterly</i>, 38(3), 477–503. https://doi.org/10.1177/08933189231209724 Tietsort, C., Tracy, S. J., & Adame, E. A. (In Press). Balancing sensitivity and helpfulness: How power shapes compassionate communication at work. <i>Journal of Applied Communication Research</i>. Advance online publication. https://doi.org/10.1080/00909882.2026.2698131 Fehr, R., & Gelfand, M. J. (2012). The forgiving organization: A multilevel model of forgiveness at work. <i>Academy of Management Review</i>, 37(4), 664–688. https://doi.org/10.5465/amr.2010.0497 Cardon, P. W., & Wong, J. (2024). Quality gratitude expressions and happiness at work. <i>International Journal of Business Communication</i>, 61(4), 783–804. https://doi.org/10.1177/23294884241263559	Final Wikipedia Contribution & Reflection Final Deadline: Thurs. 11/12 Post peer feedback to Canvas DB
13 – 11-16 Flourishing through resilience, rest, boundaries, and co-rumination	Wieland, S. M. B. (2020). Constituting resilience at work: Maintaining dialectics and cultivating dignity throughout a worksite closure. <i>Management Communication Quarterly</i>, 34(4), 463–494. https://doi.org/10.1177/0893318920949314 Rush, K. A., & Bisel, R. S. (2025). “She takes rest as seriously as working”: Communicative resilience and professional caregivers’ meanings of rest. <i>Communication Monographs</i>, 92(1), 49–73. https://doi.org/10.1080/03637751.2024.2345892 Kossek, E. E. (2016). Managing work–life boundaries in the digital age. <i>Organizational Dynamics</i>, 45(3), 258–270. https://doi.org/10.1016/j.orgdyn.2016.07.010 Boren, J. P. (2014). The relationships between co-rumination, social support, stress, and burnout among working adults. <i>Management Communication Quarterly</i>, 28(1), 3–25. https://doi.org/10.1177/0893318913509283	—

14 – 11/23 Flourishing through joy, play, humor, and flow Note: Day after NCA Possibly: Informal presentations	Salanova, M., Bakker, A. B., & Llorens, S. (2006). Flow at work: Evidence for an upward spiral of personal and organizational resources. <i>Journal of Happiness Studies</i>, 7(1), 1–22. https://doi.org/10.1007/s10902-005-8854-8 Yue, C. A., Men, L. R., & Ferguson, M. A. (2021). Examining the effects of internal communication and emotional culture on employees' organizational identification. <i>International Journal of Business Communication</i>, 58(2), 169–195. https://doi.org/10.1177/2329488420914066 Proyer, R. T., & Sendatzki, R. (2026). Examining play and playfulness at work: Current knowledge, practical applications, and future research directions. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 13, 251–276. https://doi.org/10.1146/annurev-orgpsych-020924-064249 Mesmer-Magnus, J., Glew, D. J., & Viswesvaran, C. (2012). A meta-analysis of positive humor in the workplace. <i>Journal of Managerial Psychology</i>, 27(2), 155–190. https://doi.org/10.1108/02683941211199554	Final Research Proposal Final deadline: Tues. 11/24
15 - 11/30 Creating flourishing for yourself: Time management, collaboration, and the limits of trying Note: Day after Thanksgiving break Informal presentations	Ilies, R., Bono, J. E., & Bakker, A. B. (2024). Crafting well-being: Employees can enhance their own well-being by savoring, reflecting upon, and capitalizing on positive work experiences. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 11, 63–91. https://doi.org/10.1146/annurev-orgpsych-110721-045931 Aeon, B., Faber, A., & Panaccio, A. (2021). Does time management work? A meta-analysis. <i>PLOS ONE</i>, 16(1), e0245066. https://doi.org/10.1371/journal.pone.0245066 Bozeman, B., Gaughan, M., Youtie, J., Slade, C. P., & Rimes, H. (2016). Research collaboration experiences, good and bad: Dispatches from the front lines. <i>Science and Public Policy</i>, 43(2), 226–244. https://doi.org/10.1093/scipol/scv035 Foster, J. (2026). Being and selling yourself: Unemployment, employability and the limits of identity regulation. <i>Human Relations</i>. Advance online publication. https://doi.org/10.1177/00187267261429839	Proposal Live Discussions Nov. 30– Dec. 4 in-person with Dr. Tracy during office hours
Final exam period – 12/7	Celebration of Knowledge and Exam – Live during class period	During class