

**COMM 191: Applying Communication to Internships in Organizations**  
**Winter 2026**  
**Tuesdays 1 PM - 3:20 PM**  
**SSMS, 1009**

**Instructor**

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Office Hours: By appointment (email to schedule a meeting)

Office: SSMS 3311 or Zoom

Communication with Yidi:

Email is the best way to contact me. Please allow two business days for a response, although I typically respond within 24 hours of receiving emails on weekdays. Emails received on weekends will most likely be addressed on Monday.

**Course Overview & Objective**

The main objective of this course is to provide students with an academic, particularly communication-oriented framework that informs, supports, and expands their internship learning experience. Field experience can be an important part of a college education. Specifically, internships represent a form of field experience, also referred to as experiential learning. From a student's perspective, the primary aim of an internship should be an educational one, which is to inform and enrich the learning experience. It is not, as is often commonly but mistakenly perceived, to gain work experience, to facilitate entry into the workforce, or as an alternative to coursework.

You will be participating in an internship for 8-10 hours each week, and sharing with your classmates the observations you make and challenges you face. You will use your background in communication theory and empirical research as a lens from which to view and interpret common workplace issues, incidents, and dynamics. This approach is geared toward (a) helping you recognize the value of your theoretical education, and (b) improving your understanding of and preparation for the workplace environment.

**Upon completing this course, you will be able to:**

- Learn how to ask and explore questions about organizational and communication practices • obtain an understanding of major theories, principles, and research related to organizational communication, specifically relevant to internships
- Apply theory in your own internship experience

**Required Material**

Required readings will be posted on Canvas. Readings may be updated based on the course schedule and needs. Please check Canvas regularly to stay up to date with course material.

## **Class Expectations & Policies**

### **1. Managing Communication in our Class**

We will use the Canvas class management system to post course material and make course-related announcements. You should check the course site on a regular basis for posted announcements, assignments, readings, grades, etc. If for some reason, you discover a discrepancy in grades posted on Canvas, you must notify the instructors within one week of the grade posting date. Also, class announcements will go out via Canvas to your school email address. You are responsible for checking emails to obtain class announcements.

### **2. Learning Assumptions and Expectations**

We meet twice a week. Students are expected to attend every class meeting as if it were a meeting called by your supervisor at work. Students are also expected to come on time, fully participate in class and group discussions, and demonstrate consideration for class members and guests. This course is an interactive course, consisting of lectures and discussions, and every student is expected to participate in class discussions in each meeting.

While the use of electronic devices is allowed, it should be limited for course-related activities. Using electronic devices for other purposes may be disruptive to other students, and may result in disciplinary action up to and including temporary removal from class and deduction in participation points.

### **3. Late work**

The instructor will not accept late work beyond 3 days unless the student has received an extension prior to the due date of the assignment. Note that there will be a 5-point deduction for every day late. Computer issues are not an excuse for failing to submit an assignment.

You may use up to two “late passes” during the quarter, which allows to submit two assignments up to 48 hours late (by Thursday night) without penalty. To use a late pass, you must inform me before the original due date to accommodate my grading schedule. Use this opportunity wisely, as any additional late work beyond the two passes will incur penalties.

### **4. Health Concerns**

If you experience serious illness during the quarter and you need extra time to complete your assignments, please let me know.

### **5. Religious holidays**

The observance of religious holidays and cultural practices are an important reflection of diversity. We are committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the quarter, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact Young Ji within the first two weeks of the quarter to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

## **6. Academic Honesty/Plagiarism**

Plagiarism is using other people's work and ideas without giving them credit. You are responsible for understanding and abiding by the university's rules of academic integrity, which can be found at: <http://studentconduct.sa.ucsb.edu/academic-integrity> Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Any student found guilty of plagiarism, fabricating information, cheating on exams, submitting a paper to more than one professor, or submitting a paper authored (in part or wholly) by anyone other than you will immediately receive a failing grade in the course and will be reported to the University's Office of Student Conduct for possible further disciplinary action (including suspension or expulsion from the University). If you have questions about any of these practices, please confer with us. These policies and procedures protect your rights, as well as those of the faculty.

## **7. Use of Generative AI Tools**

We expect that the work you submit in this course will represent your work. At the same time, we aim to support your learning while encouraging responsible and ethical engagement with new technologies. You can use generative AI tools (including but not limited to ChatGPT, Google Gemini, Claude, and Bing Chat) to help you brainstorm, outline, or proofread assignments. You can also use them to help clarify confusing reading or course concepts—but not as a substitute for doing the reading yourself. However, if you choose to use these tools, you must do so with transparency, honesty, and understanding of the strengths and weaknesses of these tools. For example, AI tools can produce inaccurate information, fabricated sources, broken links, and overly generic writing. We will have more discussions on these issues throughout the quarter. But in general, please note the following expectations: (a) you must clearly disclose any use of AI tools when submitting your work; (b) failure to disclose AI use—or misrepresenting the extent of AI involvement—will be considered academic misconduct and handled accordingly; (c) you are fully responsible for any content generated or assisted by AI tools.

If you do use generative AI, please indicate that you have done so when you submit your writing so that we are aware of this. To each assignment, please add your AI Disclosure Statement as specified below. Failing to do so will lead to a deduction of points. The disclosure should include the following details: (1) The name of the tool; (2) the tasks for which the tool was used (i.e., idea generation, proofreading, paraphrasing); (3) the components of the assignment that was

contributed without AI assistance; and (4) a brief (200 words max) reflection on the effectiveness (or non-effectiveness) of the tool.

Using AI tools to assist in assignments does not absolve students of the need to understand and be capable of explaining their work in its entirety. We reserve the right to ask you specific questions about assignment submissions if we suspect that an AI tool was used but not disclosed.

## **8. Access and Accommodation**

Students of all abilities are welcome and supported in this class. If you have any kind of disability--whether visible or invisible, including learning, emotional, physical, or cognitive--you may be eligible for accessibility services and accommodations on campus. It is the student's responsibility to ensure that the Disabled Students Program (DSP) (<https://dsp.sa.ucsb.edu>) is aware of their disabilities and to providing DSP with appropriate documentation. DSP is located at 2120 Student Resources Building and serves as the campus liaison regarding issues and regulations related to students with disabilities.

In addition, I recognize that all of us have different ways of learning, and that the organization of any course will accommodate each student differently. These differences might relate to how you process information, participate in discussions, manage deadlines, or engage with readings and assignments—and they may not always be officially recognized, documented, and immediately visible. Please communicate with me as soon as you can about your individual learning needs and how this course can best accommodate them.

## **9. Classroom Respect**

There will probably be times when your classmates or the instructors express views and opinions counter to your own. Every voice and opinion will be heard and respected both within and outside of the classroom. We encourage you to challenge your classmates and us but discussions must always remain collegial, respectful, and germane to the topic. If you are discourteous in the classroom, your grade will be penalized.

## **Course Requirements**

Grades will be assigned based on points each student earns from the following requirements of the class:

### **1. Classroom Participation (20%)**

There are 10 class meetings. You can earn up to 2 points per meeting, based on your participation and the quality of your contributions to class discussions and activities:

- 1 point is awarded for being present.
- 1 additional point is awarded for meaningful engagement.

Engagement can take many forms, including (but not limited to) full-class discussions, small group or partner work, solo activities, and Q&A sessions with guest speakers.

My goal is to create a classroom environment that feels inviting, inclusive, and safe for everyone to share their perspectives. However, I recognize that speaking in class may not be everyone's preferred way of participating. I will do my best to offer multiple ways to engage with the course so that students with different abilities, preferences, and communication styles can participate meaningfully. If you'd like to engage in alternative ways, or if you have specific needs you'd like me to consider, please feel free to reach out. I'd be happy to work with you to co-design an approach that supports your learning, comfort, and success in the course.

## **2. E-portfolio (45%)**

You will create an e-portfolio that includes the following components:

- a. An analysis of LinkedIn profiles of 10 professionals in the field you are interested in pursuing after graduation (5%)
- b. A revised CV or resume that includes the internship position (10%)
- c. A cover letter for an open position at an organization in their desired field that references the projects conducted at the internship (10%)
- d. A professional LinkedIn URL that includes the current internship position (10%)
- e. Peer feedback(10%)

Detailed instructions will be provided both in class and in a separate written document.

## **3. Discussion Posts (20%)**

You will write four discussion posts (each 5%). A prompt will be given and you will be asked to write a short response (300-500 words) about an issue relevant to the weekly topics.

## **4. Final paper (15%): “Job Crafting”**

You will read several articles about the concept of job crafting and then apply this framework to your current internship through a series of guided steps. Actually, “craft your job” at your current internship through various steps. By engaging in job crafting, you will have an opportunity to (a) reflect on your current job, (b) actively alter and reframe it, and (c) create an action plan to move towards your ideal job. Detailed instructions will be provided both in class and in a separate written document.

## **Grading**

The grading distribution is as follows. Please note that no rounding will take place at the end of the quarter (i.e., a student must receive a .5 or higher (as indicated below) to achieve the next grade level). Below a .5 will be rounded down.

A 93.5%-100%    A- 89.5%-93.5%  
B+ 86.5%-89.5%    B 84.5%-86.5%    B- 79.5%-84.5%

C+ 76.5%-79.5% C 74.5%-76.5% C- 69.5%-74.5%  
 D+ 66.5%-69.5% D 64.5%-66.5% D- 59.5%-64.5%  
 F 59.5% and below

**\*Tentative\* Course Schedule  
 (last update: Jan 22, 2025)**

**Please see Canvas for the most up-to-date information.**

We may have guest speakers occasionally, and the schedule is TBD as I am currently contacting potential guest speakers. The guest speaker's talk may or may not be related to the week's course topic.

<b>Week</b>	<b>Topic</b>	<b>Dues</b>
1	Course Overview	
2	Understanding of self and the meaning of work  Reading: Woo et al. (2017)	Discussion post #1 due: Jan 12 at 11:59 pm
3	Organizational socialization  Reading: Dailey (2016)	Discussion post #2 due: Jan 19 at 11:59 pm
4	Diversity issues in organizations	Discussion post #3 due: Jan 26 at 11:59 pm
5	Organizational culture  Podcast: Work life with Adam Grant "Is it safe to speak up at work?"  Guest speaker: UCSB Career Center	Discussion post #4 due: Feb 2 at 11:59 pm
6	Preparation for the next job search	e-Portfolio #1 (LinkedIn analysis) due: Feb 9 at 11:59 pm
7	Negotiation  Reading: Salary negotiation report; Ten myths about negotiating your first salary  Guest speaker: graduate panel (Carley Palmer & Sarah Gamarnik)	e-Portfolio #2 (resume update and review) due: Feb 16 at 11:59 pm

8	No class	e-Portfolio #3 (cover letter writing) due: Feb 23 at 11:59 pm
9	Job crafting  Reading: Berg et al. (2010); Wrzesniewski et al. (2010); Wrzesniewski & Dutton (2001)  Guest speaker: Dr. Heijin Lee	e-Portfolio #4 (LinkedIn profile) due: Mar 2 at 11:59 pm
10	Interviewing party	e-Portfolio #5 (peer feedback) due: Mar 9 at 11:59 pm e-Portfolio #3 revision due: Mar 9 at 11:59 pm
Finals Week		Final paper due: Mar 17 at 11:59 pm

### **Additional Resources**

#### **Access to Reduced Costs Internet Access**

<https://www.everyoneon.org/find-offers>

#### **Campus Learning Assistance Service**

Location: Student Resource Building 3210 | 805.893.3269 | <http://clas.sa.ucsb.edu/>

CLAS helps students increase their mastery of course material through course-specific tutoring and academic skills development. The tutorial groups and drop-in tutoring schedules are posted on the website. CLAS also provides workshops and counseling in test-taking as well as paper-writing skills.

#### **Counseling Services**

Location: Building 599 | 805.893.4411 | <http://caps.sa.ucsb.edu/>

Counseling Services offers counseling for personal concerns and crisis intervention, stress management, self-help information, and connections to off-campus mental health resources.

#### **Office of Student Life**

Location: Student Resource Building 1104 & 2260 | 805.893.4569 | <http://osl.sa.ucsb.edu/>

The Office of Student Life provides assistance with student emergencies, administrative withdrawals, and other unique academic situations and options.

#### **Disabled Students Program**

Location: 2120 Student Resources Building | 805.893.2668 | <http://dsp.sa.ucsb.edu/>

The Disabled Students Program offers many services, such as reading services, notetaking assistance, test-taking accommodations, and registration assistance. For more information on these services, eligibility, and registration, please call or visit the Disabled Students Program office.

### **ONDAS Student Center**

Location: Kerr Hall 1150 | 805.893.3457 | <http://ondas.ucsb.edu/>

The OSC offers academic support, mentoring, special programming, and community for all UCSB students, especially first generation students.

### **Transfer Student Center**

Location: UCSB Library, First Floor, Ocean Side | <http://www.transfercenter.ucsb.edu/>

A space for transfer students to make connections, find academic support, mentoring, and special Programs.

### **Undocumented Student Services**

Location: 2210 Student Resource Building | 805.893.5609

<http://www.sa.ucsb.edu/DreamScholars/>

USS provides general counseling to undocumented and mixed status students. Services include access to student mentors, programs and legal service referrals.

### **Educational Opportunity Program**

Location: Student Resource Building, Room 2210 | 805.893.4758 | <http://eop.sa.ucsb.edu/>

EOP provides advising, mentoring, and programming for first generation and income eligible students.

### **Office of International Students & Scholars**

Location: Student Resource Building, Room 3130 | 805.893.2929 | <http://oiss.sa.ucsb.edu/oiss-home>

OISS provides immigration support for the UCSB community, advising for international students, and cultural programming.

### **Academic Initiatives**

Location: Student Resource Building | 805.893.2720 | <http://academics.sa.ucsb.edu/>

Student Affairs Academic Initiatives facilitates student academic and leadership opportunities, community engagement, and research experience.

### **Resource Center for Sexual and Gender Diversity (RCSGD)**

Location: Student Resource Building 3112 | 805.893.5847 | [rcsgd.sa.ucsb.edu](http://rcsgd.sa.ucsb.edu)

The RCSGD, located on the 3rd floor of the Student Resource Building, works with students,

staff and faculty to ensure that LGBTQ identities, experiences and concerns are represented and addressed at UCSB. The center aims to create a vibrant and engaging environment through social and educational programming, volunteer and leadership opportunities, a comfortable and welcoming social and study space, and professional and student staff for support, advocacy, and resource referral. The RCSGD hopes that all LGBTQ students can thrive at UCSB, feeling safe, affirmed and valued!

### **CARE (Campus Advocacy, Resources & Education)**

Location: Student Resource Building (First Floor) | <http://wgse.sa.ucsb.edu/Care/>

CARE provides confidential advocacy and support to anyone impacted by sexual assault, dating/domestic violence and stalking.

### **Mental Health Peer Services**

Location: Building 434, Room 100 | 805.893.4411 | (<https://www.ucsbmhp.com/>)

Mental Health Peer Services offers many services, including workshops on managing stress (and many other topics), as well as one-on-one sessions with a peer to help students learn coping skills to reduce anxiety.

### **Title IX and Sexual Harassment Policy Compliance Office**

Location: 3211 Phelbs Hall | 805.893..2701 | <https://titleix.ucsb.edu/>

The mission of the Title IX and Sexual Harassment Policy Compliance Office (Title IX Office) is to ensure all UCSB community members fulfill the campus' commitment to create and maintain a work and academic environment free of sex discrimination, sexual harassment and sexual violence.

Note: Please note that your TAs and I are university mandatory reporters. Should you wish to report incidents of sexual violence, sexual harassment, sex discrimination, and other behavior prohibited by Title IX Office-related policies (“TIXO prohibited conduct”), we are required to report this to the Title IX office.