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### Artifact 1: Community Agreements

#### **Learning Community Agreements**

In this class, Organizational Communication, we value a classroom environment that allows us to represent our own experiences of organizational memberships and their implications. By looking at different levels of organizational lives, we want to reflect on our past, current, and possible future organizational experiences. In doing so, we will engage in new ideas and perspectives we may not be familiar with just yet. This means that we may encounter moments of reflections and rediscoveries as we continue exploring the world of organizational communication. To create a supportive classroom environment in which we can flourish, let us consider the following learning community agreements to maintain a caring and considerate experience.

#### **Agreements**

**Embrace Curiosity and Radical Listening** (Adapted from the Critical Dialogic Pedagogy Micro-Credential Program, curtesy of Dr. Kachine Kulick and Dusty Martinez)

We participate in the discussion of ideas through a lens of curiosity. As we are exposed to different perspectives, we practice radical listening, meaning we are listening without judgement in order to understand people's perspectives. When engaging with peers, think of clarifying questions and lead with curiosity to get a deeper understanding, such as:

- "When you talked about (blank), it got me more curious about.....?"

- "I was intrigued by your perspective about (blank), yet I could not fully understand what you meant. Could you explain a little more about....?"
- "Let me check-in, I heard you say.... Did I capture that right?"

### **Think Before Speaking About the Experiences of Others**

Sometimes, we may remember a story shared by a friend or a relative that may relate to a certain prompt or topic we are discussing in class. Before sharing these stories, we commit to thinking carefully about whose experience it is, whether we have permission to share it, and how our retelling might impact others in and beyond the classroom. This means that we must avoid speaking for or over other people whose lived experiences are not our own, and that we need to be mindful not to reduce complex lives to examples and anecdotes. We recognize that even well-intentioned sharing can unintentionally cause harm, reinforce stereotyped, or take up space meant for others. When in doubt, we should pause, reflect, and ask ourselves whether our contribution communicates respect, consent, and care, and whether radical listening might be more appropriate than speaking. When an example comes to mind that may not be based on your own experience, you may ask yourself the following questions before sharing them:

- Is this my story to share?
- What is motivating me to share this story? What are the possible lessons coming from this?
- Are there ways to share those lessons otherwise?
- What are the possible consequences of me sharing this story without the consent of the person that has experienced this?

**Embrace the Awkward Silence**

In our classroom, we recognize that silence is a natural and valuable part of learning, as well as a communicative tool. Moments of quiet, though they may feel awkward, provide us with time to think, reflect, and gather our thoughts. Here, we agree to resist the urge to rush for an answer, fill the space, or apologize for pauses. Instead, we honor silence as a sign of care, curiosity, and respect for deeper understanding. By embracing these moments together, we create a community where patience, thoughtful contributions, and growth are welcome.

**Conclusion**

These community agreements lay a foundation to create a classroom environment in which we can flourish and are able to engage in new perspectives. However, it is important to note that these community agreements are amendable if they end up not working to create such an environment. As such, we understand that these agreements are commitments to the classroom environment rather than fixed rules. In cases where these agreements may require changes, we can make collective decisions on which community agreements need to be altered, and whether we want to add new ones or replace the agreements we currently have. Here, we can model democratic classroom participation, reflexive practice, and accountability to a classroom environment that works for all of us.