

COM 100 sec 4: Principles of Human Communication
Department of Communication & Theatre
Point Loma Nazarene University
Spring 2016
Wednesdays 5:00 – 7:40 p.m.
Liberty Station 201

Instructor: Lorina Tamayo Schrauger
E-mail: LorinaSchrauger@pointloma.edu

Office Location: Cabrillo 205
Office Hours: Mondays - Thursdays 2:00 – 4:00
Fridays by appointment

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE LEARNING OUTCOMES

At the end of the course, you should be able to do the following:

1. Describe and discuss the process of human communication.
2. Identify and explain the basic components of an effective speech.
3. Interact competently in dyadic and small group experience.
4. Construct and deliver informational, persuasive, and group speeches.

COURSE TEXT

Berko, R.M., Wolvin, A. D. & Wolvin, D. R. *Communicating: A social and career focus.* (12th Ed.).
New York: Houghton Mifflin Company.

CLASS EXPECTATIONS

1. Please arrive on time. Turn off your cell phones before class starts and place them where they will not be a distraction to you or others. Personal computers, tablets, smartphones can be used only for taking notes or completing in-class assignments. You will be asked to leave the classroom if you are found texting or doing other homework, playing games or are on social networking sites on laptops during class time. Unless the building/department forbids it and except on speech days, food and drink are allowed.
2. **ATTENDANCE:** A missed day will result in four points taken from your grade. Tardiness (arriving 10 or more minutes after the start of class) or leaving class early (more than 10 minutes before the end) will result in ½ absence for that day. Excused absences (University-sponsored sports, forensics or other activities) need to be brought to my attention in writing **before** the day(s) you will be absent. If you are absent from more than 10% of class meetings, I have the option of filing a written report that may result in de-enrollment. If the absences exceed 20%, you may be de-enrolled without notice. See “Academic Policies in the undergraduate academic catalog.
3. **SYLLABUS:** You are responsible for the due dates stated in the syllabus (page 5). If changes to the syllabus are given verbally in class, any student absent on that day is responsible for getting the changes.
4. **COMMUNICATION:** Please check your Point Loma email regularly. This is the primary way that I will be contacting you. You are responsible for any changes to assignments that are sent through the pointloma.edu address. Allow up to 48 hours for a response from me (I am not joined at the hip to my devices!). If you have not received a response within 48 hours, follow up.

5. **QUIZZES** will be given each class on the chapters and material assigned that week, as indicated on the syllabus. Make-ups will not be given unless you make prior arrangements with me.
6. **FINAL EXAMINATIONS** are scheduled on Wednesday, May 4, 2015. No accommodations for early examinations or alternative days are allowed per university policy. The final examination schedule is posted on the “Class Schedules” site.
7. **ASSIGNMENT SUBMISSIONS:** All work is due by 11:59 p.m. on the day indicated on the assignment requirement sheet and on the schedule. You may turn in an assignment late, but 5 points will be deducted from your score each day an assignment is late. No assignments will be accepted beyond a week after the due date.
8. **SPEECHES:** You must be ready to deliver your speeches on your assigned day. If there are extenuating circumstances (medical or family emergencies, PLNU team games/activities), you may prearrange to exchange speech days with another student if prior notice is given to the instructor. I am not responsible for finding another student to switch with you.
9. **ACADEMIC HONESTY POLICY:** At PLNU, we want you to exhibit integrity in your work. If you reference another person, give them credit. If credit isn’t given, it demonstrates academic irresponsibility and reflects disrespect for your community and yourself. As stated in the university catalogue: “Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course.”
10. **ACADEMIC ACCOMMODATIONS:** Students requiring special accommodations on the basis of physical, learning or psychological disability for this class are required to file documentation with the Disability Resource Center (in the Bond Academic Center). The DRC will write me with recommendations as to how to meet the individual needs of the student. Please contact Pat Curley within the first two weeks of the term so as to give accommodations as early as possible.
11. **FERPA POLICY:** In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without written permission from the student. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See ‘Policy Statements’ in the undergrad student catalog.

GRADING

Assignment	Description	Points
Major Speeches	Informative Speech	100
	Persuasive Speech	100
	Group Presentation	150
Mini Speeches	Speech of Introduction	25
	Impromptu - Elevator Speech	30
Assignments	Communication Analysis (<i>3 analyses @ 25 pts each</i>)	75
	Field Notes – Non-Verbal Communication	25
	Speech Observation – Sunset Cliffs Forensics Tournament	30
	Resume	25
Peer Feedback	Each student will give feedback to three peers for the Informative and Persuasive Speeches (<i>6 critiques @ 5 pts each</i>)	30
Reading Quizzes	There will be a quiz for each week reading is due (<i>6 quizzes @ 10 pts each</i>)	60
Final Evaluation	Exam – cumulative	250
Attendance & Participation	Participation (attendance incorporated) = 10% of total grade	
TOTAL POINTS		1000

GRADING SCALE

Points	Percentage	Grade
925 – 1000	93 – 100	A
895 – 924	90 – 92	A-
885 – 894	88 – 89	B+
825 – 884	83 – 87	B
795 – 824	80 – 82	B-
775 – 794	78 – 79	C+
725 – 774	73 – 77	C
695 – 724	70 – 72	C-
675 – 694	68 – 69	D+
625 – 674	63 – 67	D
595 – 624	60 – 62	D-
0 – 594	0 - 59	F

PARTICIPATION RUBRIC

Points	Grade	Description
100 - 90	A	Frequent participation in class discussions; listens and responds with thoughtful ideas; is proactive in offering ideas & viewpoints in group work; does not engage in distracting behavior (social media, texting, looking at other sites/homework while “taking notes”)
80 - 89	B	Participates in most class discussions; responds to others’ input with little prompting; may engage in distracting behavior
70 - 79	C	Occasional participant in class discussions; has to be prompted to provide response and input; engages often in distracting behavior
60 – 69	D	Infrequent participant in discussions; needs to be prompted often to respond; engages frequently in distracting behavior
59 & below	F	Little or no participation; is not proactive in class and small group & below discussions, even with prompting; engages frequently in distracting behavior

GRADING POLICY

The core of my grading philosophy is that one's grade is earned. In other words, you must work for the grade that you want. All assignments outlined in the following pages have requirements that outline the bare minimum work—any student who fulfills the minimum requirements, earns, at best, a "C". In order to achieve "A" or "B" level work, a student must demonstrate work that is above and beyond the requirements of any given assignment, which include, but are not limited to: critical thinking, thorough analysis, and creativity.

READING QUIZZES: These assignments are objectively graded. Each quiz has 10 questions with each question worth one (1) point each. The quizzes will cover the material of the text, whether or not the material was covered in class.

ASSIGNMENTS: There are only a few assignments that are a blend of spoken and written material. planned for this course. They are designed to measure and enhance your understanding of different aspects of communication. Requirements for each assignment will be distributed well ahead of the due date. These assignments will be graded on the presence of critical thinking and insightful analysis.

SPEECHES/PRESENTATIONS make up the bulk of the semester grade. Each speech assignment has an accompanying list of requirements (see Canvas for detailed instructions) and will be graded on two different components: the content outline and the delivery.

For the speech outline, I will be looking for fulfillment of the stated requirements, including, but not limited to: complete and logical articulation of the main ideas of the speech, well-researched support of the main ideas, critical thinking and analysis of your research, coherent organization and correct formatting as outlined below.

For the delivery of the speech, I look for application of the speech delivery concepts presented in class and in the textbook, evidence of rehearsal of the speech and, for each speech after the first major speech, improvement in delivery style. I take many notes during your presentations, most of which are suggestions for improvement.

PARTICIPATION is one of the key components in a course such as COM 100. Participation includes, but is not limited to, volunteering points of view in class discussions, engaging in active listening of fellow students, refraining from texting, surfing the Internet on laptops, napping, or other activities unrelated to the class. If you are found consistently not participating, points will be deducted from the total participation grade, at my discretion, for each infraction after the first warning.

ASSIGNMENT STYLE & FORMATTING

All speech outlines, the final paper and assignments are to be typed, double-spaced, using Times New Roman, 12 pt. font, with 1" margins. Speech outlines are required to use APA formatting for source citations and bibliographies.

Please refer to www.apa.org, <http://owl.english.purdue.edu/owl/section/2/10/> or your friendly local librarian for help with paper formatting.

Name
Date
Assignment Title

Last Name pg. #

CLASS SCHEDULE

(subject to change at the instructor's discretion)

DATE	TOPICS	READINGS & ASSIGNMENTS DUE	WORK TO BE DONE
January 13	Welcome & class overview Speeches of Introduction Intrapersonal Communication	There will be no quiz on these chapters, but they will be covered on the final: Ch. 4 - "Listening" Ch. 5 - "The Self and Perception"	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure your PLNU-YouTube account is working <input type="checkbox"/> Read: <ul style="list-style-type: none"> - Ch. 3 - "Non-Verbal Communication" - Ch. 4 - "Listening" - Ch. 5 - "The Self and Perception"
20	Listening Non-Verbal Communication	→ Chs. 3 & 4	<ul style="list-style-type: none"> <input type="checkbox"/> Field Notes (see Canvas for instructions) <input type="checkbox"/> Read: <ul style="list-style-type: none"> - Ch. 6 - "Interpersonal and Electronically Mediate Communication & - Ch. 7 - "Interpersonal Skills and Conflict Managements"
27	Interpersonal Communication Intercultural Communication Quiz #1 (Chs. 6 & 7)	→ Chs. 6 & 7 → Field Notes (submit by 11:59 p.m. on Canvas)	<ul style="list-style-type: none"> <input type="checkbox"/> Analysis #1 - Interpersonal/Intercultural Communication Reflection (see Canvas for instructions) <input type="checkbox"/> Read: <ul style="list-style-type: none"> - Ch. 11 - "Public Speaking: Planning the Message" & - Ch. 14 - "Public Speaking: The Informative Speech"
February 3	Informative Speaking Topic Selection & Research Quiz #2 (Chs. 11 & 14)	→ Chs. 11 & 14 → Analysis #1 (submit by 11:59 p.m. on Canvas)	<ul style="list-style-type: none"> <input type="checkbox"/> Choose partner and topic for Informative Speech → get topic approved by Prof. Schrauger <input type="checkbox"/> Begin research <input type="checkbox"/> Read: <ul style="list-style-type: none"> - Ch. 12 - "Public Speaking: Developing the Message" & - Ch. 13 - "Public Speaking: Structuring the Message"
10	Speech Development & Organization Quiz #3 (Chs. 12 & 13)	→ Chs. 12 & 13 → Informative Speech topic	<ul style="list-style-type: none"> <input type="checkbox"/> Speech Observation (see Canvas for instructions) <input type="checkbox"/> Write draft outline of Informative Speech <input type="checkbox"/> Read: <ul style="list-style-type: none"> - Ch. 16: "Public Speaking: Presenting the Message" <input type="checkbox"/> Review Ch. 3 - Non-Verbal Communication
17	Delivery & Visual Aids Speech Workshop Quiz #4 (Chs. 3 & 16)	→ Chs. 3 & 16 → Speech Observation (submit in class) → Informative Speech Outline - draft (submit on Canvas)	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for Informative Speech

24	Informative Speeches	→ Informative Speech Outline – final (paper copy; submit in class)	<input type="checkbox"/> Read: - Ch 9: “The Concepts of Groups” & - Ch. 10: “Participating in Groups”
March 2	Group Communication Quiz #5 (Chs. 9 & 10)	→ Chs. 9 & 10 → Analysis #2 – Group Dynamics (in-class activity, submit @ end of class on Canvas)	<input type="checkbox"/> Choose teammates for Group Project - Decide on house of worship - Determine group norms
9	No class – Spring Break		<input type="checkbox"/> Read: - Ch. 15: “Public Speaking: The Persuasive Message”
16	Persuasion Quiz #6 (Ch. 15)	→ Ch. 15	<input type="checkbox"/> Analysis #3 – Persuasive Speaking <i>(see Canvas for instructions)</i> <input type="checkbox"/> Write draft of resume <i>(see Canvas for Instructions)</i> <input type="checkbox"/> Determine Persuasive Speech topic – get approval from Prof. Schrauger <input type="checkbox"/> Group Project: - Visit house of worship - Compile Notes
23	Resume writing w/ OSV Persuasive Speech Workshop	→ Draft of resume – paper copy (bring to class) → Persuasive Speech topic	<input type="checkbox"/> Revise and edit resume <input type="checkbox"/> Prepare for Elevator Speech <input type="checkbox"/> Work on Persuasive Speech Outline <input type="checkbox"/> Group Project: - Visit house of worship - Compile Notes
30	Impromptu – Elevator Speeches Non-Verbal & Intercultural Communication revisit	→ Resume – final draft, paper copy <i>(submit in class)</i> → Persuasive Speech Outline draft for 4/6 speakers (optional – submit on Canvas)	<input type="checkbox"/> Work on Persuasive Speech Outline & delivery notes <input type="checkbox"/> Group Project: - Synthesize observations - Begin analysis section
April 6	Persuasive Speeches	→ Persuasive Speech Outline final draft for 4/6 speakers → Persuasive Speech Outline draft for 4/13 speakers (optional – submit on Canvas)	<input type="checkbox"/> Work on Persuasive Speech Outline & delivery notes <input type="checkbox"/> Group Project: - Work on analysis section
13	Persuasive Speeches	→ Persuasive Speech Outline final draft for 4/13 speakers (paper copy – submit in class)	<input type="checkbox"/> Group Project: - Work on analysis section
20	Group Project workshop & Final Exam study session	→ Group Project Outline draft (submit on Canvas)	<input type="checkbox"/> Group Project: - Work on reflections - Plan presentation <input type="checkbox"/> Prepare for Final Exam <i>(study guide on Canvas)</i>

27	Group Presentations	→ Group Project Outline (paper copy - submit in class)	Peer Evaluations for Group Project (<i>due at 11:59 p.m. on Canvas</i>)
May 4	Final Exam - written & oral		