

COM 100: Principles of Human Communication
Department of Communication & Theatre
Point Loma Nazarene University
Fall 2015

Tuesdays & Thursdays

Section 9 9:30 10:45 BAC 105A

Section 10 11:00 12:15 BAC 105A

Section 15 1:30 2:45 Cabrillo 104

Instructor: Lorina Tamayo Schrauger
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Office Location: Cabrillo 205

Office Hours: Mondays & Wednesdays 10 a.m. - 2 p.m.

Tuesdays & Thursdays 3-4 p.m. and 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 and persuasive 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 a reduction in your participation 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, music groups, 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 schedule (pages 5-6). 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, please 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 for the week of December 14-18, 2015. No accommodations for early examinations or alternative days are allowed per university policy. The final examination schedule will be posted on Canvas and can also be accessed on the PLNU website.
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. If you choose to turn in an assignment after the due date, you will be eligible for a reduced grade on the assignment. See assignment descriptions (on Canvas) for more details.
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 Nichole Hope-Moore (NicholeHope-Moore@pointloma.edu) 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 <i>(please see Canvas for detailed descriptions of each assignment)</i>	Points
Major Speeches	Informative Speech	100
	Persuasive Speech	100
	Group Speech	150
Mini Speeches	Speech of Introduction	25
	Impromptu	25
Written Assignments	Field Notes	25
	Communication Analysis (<i>3 analyses @ 25 pts each</i>)	75
	Resume	30
Peer Feedback	Each student will give feedback to three peers for the Informative and Persuasive Speeches (<i>6 assessments @ 10 pts each</i>)	60
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	Attendance = included in your Participation grade Participation = 10% of total grade	100
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 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 minimum expected—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 big ideas in each chapter, regardless of whether or not the material was covered in class.

WRITTEN ASSIGNMENTS: There are a handful of written assignments planned for this course. The purpose of the written assignments are to help you analyze certain communication concepts and to think critically about them. These assignments will also help you practice the format of analysis I require on the oral portion of the final exam. 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 complete articulation of the main ideas of the speech, well-researched support of the main ideas, critical thinking and analysis of your research, coherent and logical organization of main and supporting points and proper formatting.

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 in order to provide you with feedback 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, casting the Confundus charm on classmates, harming bunnies or other activities unrelated to the class. Participation grade will be awarded on a holistic evaluation, based on the rubric on the previous page.

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	Topic(s)	Assignment(s)/Readings Due	Homework
September 3	Welcome & Class overview Speeches of Introduction		
8	Intrapersonal Communication Listening Speeches of Introduction	NO quiz on these chapters, but the concepts will appear in the final exam: - Ch. 4 – “Listening” - Ch. 5 – “The Self & Perception”	
10	Non-Verbal Communication	- Ch. 3 - “Nonverbal Communication”	<input type="checkbox"/> Field Notes – do some people watching this weekend and take note of what their non-verbal behaviours are communicating
15	Interpersonal Communication	- Ch. 6 – “ Interpersonal and Electronically Mediated Communication” & - Ch. 7 – “Interpersonal Skills and Conflict Management”	<input type="checkbox"/> Write Analysis #1 – Interpersonal & Intercultural Communication <input type="checkbox"/> Study for Quiz #1
17	Intercultural Communication Quiz #1 (Chs. 6 & 7)		
22	Informative Speaking	- Ch. 14 – “Public Speaking: The Informative Speech” - Analysis #1 – Interpersonal & Intercultural Communication (<i>submit on Canvas</i>)	<input type="checkbox"/> Informative Speech: Brainstorm topics <input type="checkbox"/> Study for Quiz #2 <input type="checkbox"/> Write Analysis #2 – Informative Speaking
24	Topic Selection & Research Quiz #2 (Chs. 11 & 14)	- Ch. 11 – “Public Speaking: Planning the Message”	<input type="checkbox"/> Informative Speech: Decide on a topic <input type="checkbox"/> Begin researching your topic
29	Speech Development	- Ch. 12 – “Public Speaking: Developing the Message” - Analysis #2 – Informative Speaking (<i>submit on Canvas</i>)	<input type="checkbox"/> Informative Speech: Research your topic; decide on 3 – 4 main points <input type="checkbox"/> Study for Quiz #3
October 1	Speech Organization Quiz #3 (Chs. 12 & 13)	- Ch. 13 – “Public Speaking: Structuring the Message”	<input type="checkbox"/> Informative Speech: Begin organizing your ideas in an outline
6	Delivery Quiz #4 (Ch. 16)	- Ch. 16 – “Public Speaking: Presenting the Message” - DRAFT Informative Speech Outlines for 10/13 speakers (<i>submit on Canvas</i>)	<input type="checkbox"/> Informative Speech: Begin making delivery notes from your content outline <input type="checkbox"/> Study for Quiz #4
8	Speech Lab – working on outlines and practicing delivery	- DRAFT Informative Speech Outlines for 10/15 speakers (<i>submit on Canvas</i>)	<input type="checkbox"/> Informative Speech: Polish outline <input type="checkbox"/> Practice your speech!
13	Informative Speeches	- FINAL Informative Speech Outlines 10/13 speakers (<i>paper copy, submit in class</i>) - DRAFT Informative Speech Outlines for 10/20 (<i>submit on Canvas</i>)	<input type="checkbox"/> Informative Speech: Polish outline <input type="checkbox"/> Practice your speech!
15	Informative Speeches	- FINAL Informative Speech Outlines 10/15 speakers (<i>paper copy, submit in class</i>) - DRAFT Informative Speech Outlines for 10/22 (<i>submit on Canvas</i>)	<input type="checkbox"/> Informative Speech: Polish outline <input type="checkbox"/> Practice your speech!
20	Informative Speeches	- FINAL Informative Speech Outlines 10/20 speakers – final draft (<i>paper copy</i>)	<input type="checkbox"/> Informative Speech: Polish outline <input type="checkbox"/> Practice your speech!
22	Informative Speeches	- FINAL Informative Speech Outlines 10/22 speakers – final draft (<i>paper copy</i>)	
27	Persuasion I	- Ch. 15 – “Public Speaking: The Persuasive Speech”	<input type="checkbox"/> Persuasive Speech: Find a partner & brainstorm topics! <input type="checkbox"/> Write Analysis #3 – Persuasive Speaking <input type="checkbox"/> Study for Quiz #5
29	Persuasion II Quiz #5 (Ch. 15)		<input type="checkbox"/> Persuasive Speech: Choose topic

November 3	Group Communication I	- Ch. 9 – “The Concepts of Groups” - Analysis #3 – Persuasive Speaking (<i>submit on Canvas</i>) - DRAFT Persuasive Speech Outlines 11/10 speakers (optional; submit on Canvas)	<input type="checkbox"/> Group Speech: - Decide on members and group norms - Decide on a time to attend a worship service - Assign tasks <input type="checkbox"/> Study for Quiz #6
5	Group Communication II Group Project work session Quiz #6 (Chs. 9 & 10)	- Ch. 10 – “Participating in Groups” - DRAFT Persuasive Speech Outlines 11/12 speakers – rough draft (optional; submit on Canvas)	<input type="checkbox"/> Persuasive Speech: Polish outline <input type="checkbox"/> Practice your speech! <input type="checkbox"/> Group Speech: Conduct background research. Write section
10	Persuasive Speeches	- FINAL Persuasive Speech Outlines 11/10 speakers (paper copy; submit in class)	<input type="checkbox"/> Persuasive Speech: Polish outline <input type="checkbox"/> Practice your speech!
12	Persuasive Speeches	- FINAL Persuasive Speech Outlines 11/12 speakers – final draft (paper copy – submit in class)	<input type="checkbox"/> Group Speech: Compile and synthesize observations
17	OSV – Resume Workshop	- Group Speech: draft of background section	<input type="checkbox"/> Draft resume
19	Interpersonal, Intercultural & Non-Verbal Com redux	- Group Speech: draft of observations section	<input type="checkbox"/> Group Speech: Write analysis of observations and individual reflections
24	Impromptu Speeches		<input type="checkbox"/> Group Speech: Compile outline
26	No class – Thanksgiving	- DRAFT Group Speech Outlines for 12/3 – full rough draft (have one person submit on Canvas)	<input type="checkbox"/> Be thankful that you are almost done (and plan your group presentation notes ☺)
December 1	Group Communication Lab	- Group Speech Outlines for 12/8 – full rough draft (have one person submit on Canvas)	<input type="checkbox"/> Group Speech: Polish outline; practice presentation
3	Group Speeches	- Group Speech Outlines – final draft (paper copy – submit in class)	<input type="checkbox"/> Group Speech: Polish outline; practice presentation <input type="checkbox"/> Complete and submit Peer Evals for Group Speech. Due: Friday, Dec 9 at 11:59 p.m.
8	Group Speeches	- Group Speech Outlines – final draft (paper copy – submit in class)	<input type="checkbox"/> Complete and submit Peer Evals for Group Speech. Due: Friday, Dec 9 at 11:59 p.m. <input type="checkbox"/> Study for written exam
10	Final Exam pt I – written	In class; multiple choice/written portion of final exam	<input type="checkbox"/> Compose presentation for oral exam
14 – 18	Final Exam pt II – oral (time and date TBA)	Details TBA	<input type="checkbox"/> Go forth and celebrate!