COMMUNICATION 100.04
Christerson:
Principles of Human Communication
Department of Communication & Theatre
Point Loma Nazarene University
SPRING 2018

PLNU *forward*

"Good communication is as stimulating as black coffee and just as hard to sleep after"

-Anne Marrow Lindbergh

"There are two kinds of [public] speakers: those that are nervous, and those that are liars"

-Mark Twain

"Thanks to the study of neuroplasticity, scientists are finding that the brain actually grows and changes throughout your life. The intense repetition of a task creates new, stronger neural pathways. As a person becomes an expert in a particular area – music, sports, **public speaking** – the areas of the brain associated with those skills actually grow"

-Carmine Gallo

"You cannot not communicate"

-Theorists Watzlawick, Beavin, and Jackson

"All the great speakers were bad speakers at first"

-Ralph Waldo Emerson

"If you can speak, you can influence. If you can influence, you can change lives"

-Rob Brown

REQUIRED MATERIALS & RESOURCES:

1. Berko, R.M., Wolvin, A. D. & Wolvin, D. R. *Communicating: A social and career focus.* (11th Ed.). New York: Houghton Mifflin Company.

2. A 30MinutePrep Student Account

This course incorporates 30MinutePrep, an internet-based practice and journaling platform. It can be used on your desktop, laptop, notepad, or smartphone. To enroll in this service, please go to www.30MinutePrep.com and use the below Faculty Identification Code – access to the online platform costs $18 for the entire semester. Please only register individually, as 30MinutePrep student accounts cannot be shared - you will be doing individual/personal journaling after *each* speaking experience. To create an individual student account, you will be asked to insert a "FACULTY IDENTIFICATION CODE" – for **COM100,** you will need the below information to register:

Name of Faculty	Date/Time of Course	Faculty Identification Code
Kelly Christerson	Thursday, 6:00 – 8:40 PM	KC383MP

If you are experiencing trouble logging in, please first try a different Internet browser. If you are still experiencing trouble, please contact me at kchriste@pointloma.edu.

Once you have created your account, you will select the course in which you are enrolled from a drop-down menu that will display the section number, as well as the class day and time. Make sure you carefully select the class in which you are enrolled, otherwise I will not receive your practice, journal entries, or final narrative. After you enroll, you can watch videos that will show you an overview of the system, give you advice on how to prepare your speeches, and additional tips and tricks that you can leverage for this class.

LEARNING OBJECTIVES:

A synopses of your learning objectives are as follows:

- Decreased communication anxiety
- Greatly enhanced organizational structure skills
- Improved delivery
- Better integration of support materials
- Practice accountability and progress tracking
- More complex, sophisticated speeches
- More speeches! You will, on average, perform 24 or more separate speeches
- All students learn positive critiquing skills
- All students will receive direct coaching

Additionally, you will be able to craft well-reasoned arguments for specific audiences by conducting thorough research on a topic, synthesizing research and relaying your subject matter expertise to a variety of different audiences.

1) **Assess the relative strengths of arguments and supporting evidence:**
   a. Conduct thorough research on a topic
   b. Synthesize relevant information about a topic or phenomenon into an argument
   c. Create cohesive, coherent, and complete outlines for public presentations
   d. Employ effective language choices in the construction of public presentations
   e. Identify and analyze the components of effective public presentations
   f. Identify, analyze, and present credible, well-reasoned arguments in a public setting
   g. Employ competent listening as audience members during presentations

2) **Analyze a variety of texts commonly encountered in the academic setting:**
   a. Conduct thorough research on a topic
   b. Synthesize relevant information about a topic or phenomenon into an argument
   c. Demonstrate effective APA source citation skills

3) **Situate discourse within common, social, cultural, and historical contexts:**
   a. Utilize effective and appropriate verbal and nonverbal communication skills
   b. Identify competent communication in a variety of communication contexts
   c. Articulate class theories and concepts as they pertain to competent communication

d. Apply communication concepts to everyday scenarios to increase communication competence

5) Be able to describe and discuss the process of human communication
6) Be able to identify and explain the basic components of an effective speech
7) Be challenged to interact completely in dyadic and small group experiences
8) Be able to construct and deliver informational and persuasive speeches

COURSE PROCEDURES (specific to 30MinutePrep):

The practice sessions in 30MinutePrep are designed to follow the same order as your in-class speeches. Every week, I will release topic areas on **Friday** and they will appear in your 30MinutePrep account. Once you have seen the topic areas, and have gathered, read, annotated, and filed your articles, you log into 30MinutePrep and hit the Start button to receive three topic questions. Students have 2 minutes to select one of the three topic questions to address. Once a topic is selected, the 30-minute timer begins. When the 30 minutes are up, a 2-minute warning timer appears to allow you to gather your materials, stand, and prepare to speak. Students are strongly encouraged to deliver their presentations in front of family members, friends, or fellow students, but you can practice by yourself as well. Once the two-minute warning timer expires, a 7-minute countdown timer appears, signaling the start of your speaking time. Stand and deliver your speech. When you are finished, click "Done" and you will be taken to the journaling area to reflect on your most recent speech.

In-Class Speeches:

After an in-class speech session, you will take the notes from that session and log in to 30MinutePrep. Select "Journal" from the navigation and click on the "In-Class" button. This will take you to your in-class journaling area. Input the date of your speech, the topic question you chose to speak about, and how long you spoke. Then lay out the main points of your speech in the order you presented them, identify the sources you used, what you did well, what you could do to improve, and the two areas or elements you plan to focus on for your next speech. Once you "test out," you will click on the Tested Out button. Now, alternate reporting boxes appear that you will fill out to chronicle your coaching session on days you are assigned to peer coach, rather than to speak, in class.

Outside-of-Class Speeches

When you complete your outside-of-class practice speeches, you are taken

to your own journaling area. Here you will see that the date, topic, and speaking time have already been automatically imported into your journal entry for that speech. You are required to go through the same evaluation process in your outside-of-class practice speeches as you did for your in-class speeches. On the left of the page you will see organizational structure terms, delivery skills, and content critique terms listed for easy reference to help you as you journal.

Review your journal entries regularly to see your progress and to determine what skills you still need to work on before your next speech.

Journaling:

Journaling is an indispensable part of this course, and it is integrated into 30MinutePrep. At first, speech construction, aspects of delivery, and content issues appear as an overwhelming number of technical elements. By journaling, all of the major components of speech construction, delivery, and content are broken down into individual skills that you will build a couple at a time. Once you see and track your success, you will find that the "fear factor" is reduced, and your abilities will grow with each successive session. Journaling is used after in-class speeches, outside-of-class practice speeches, and to compose a final narrative.

Speeches, "Testing Out," and Coaching

The goal of the performance section of this class is **skills mastery**. Once the lecture part of class is concluded, you will speak every day in class until the end of class. The type of speaking you will learn is extemporaneous speaking. All students begin as speaker-critics. Once your group evaluates you as ready for testing, you may volunteer for testing at the next class session.

To "test out," you must exhibit flawless organizational structure -- meaning that all of the elements of your organizational structure must be present, well-developed, and in the right order; reasonably good topic analysis and incorporation into your speech of at least 3 unique source - cited pieces of evidence as supporting material; and generally good physical and vocal delivery. To test out you must earn an 85 or higher on your speech. If you do not reach that goal, you will continue to practice with your group and then retest at a later date. You may not test more often than once every 3 class sessions, unless there is space in the testing group due to lack of volunteers. Once you pass testing, you may retest at a later date before the end of the class, space permitting, to attempt to raise your grade.

Once you have tested out you become a coach. You must maintain your skills by speaking with your group once a week, and the other class session you will be coaching your classmates to help them pass testing. The goal of this class is for everyone to pass testing and demonstrate competent communication skills. Students who do not pass testing by the final date will have a final speech date assigned to them where they will perform for an evaluative grade in the class, which will be based on their skill level.

Final Narratives

At the end of class, you will be required to complete a final narrative based on your development as a speaker. You can use your journal entries to help you describe where you started as a speaker, and the skills you have attained over the semester. You can also discuss any areas of public speaking that were particularly difficult for you, reveal how you improved, and talk about the overall impact of the course on you as a student.

When you have completed filling out all of the boxes, you can click to submit the final journal to me.

WHAT'S THE GRADING SCALE FOR THIS CLASS?

This course uses a total point grading system, in which your final letter grade is based on your total points earned in the class over the course of the semester. The grading scale for this class is as follows (Grading Scale is % to Letter):

930 - 1000	=	A
900 - 920	=	A-
870 - 890	=	B+
830 - 860	=	B
800 - 820	=	B-
770 - 790	=	C+
730 - 760	=	C
700 - 720	=	C-
670 - 690	=	D+
630 - 660	=	D
600 - 620	=	D-
0 - 59	=	F

Date:	Classroom Discussion:	Schedule:
January 11	Syllabus and Introductions	Class Lecture
January 18 / April 5	**Chapter 1** – The Human Communication Process / See topics **Chapter 3** – Nonverbal Communication	30MinutePrep – Speech Ramp (Extemporaneous Speech) / Class Lecture
January 25 / April 12	Ethos, Pathos, Logos / **Final Exam** **Chapter 5** – The Self and Perception / Final Narrative Journal Due **Chapter 8** – The Interview	*Cabrillo 202* from 6:00 p.m. – 8:40 p.m. Class Lecture
February 1	**Chapter 11** – Public Speaking: Planning the Message **Chapter 12** – Public Speaking: Developing the Message **Chapter 13** – Structuring the Message	Class Lecture
February 8	**Chapter 11** – Public Speaking: Planning the Message **Chapter 12** – Public Speaking: Developing the Message **Chapter 13** – Structuring the Message	Class Lecture
February 15	**Chapter 14** – The Informative Speech **Chapter 15** – The Persuasive Speech	Class Lecture
February 22	MID-TERM 30 Minute Prep Lecture	MID-TERM Class Lecture (30-Minute Prep-specific)
March 1	See topics	30MinutePrep – Speech Ramp (Extemporaneous Speech)
March 8	**SPRING BREAK**	**SPRING BREAK** **(Out-of-Class Speeches due)**
March 15	See topics	30MinutePrep – Speech Ramp (Extemporaneous Speech)
March 22	See topics	30MinutePrep – Speech Ramp (Extemporaneous Speech)
March 29	See topics	30MinutePrep – Speech Ramp (Extemporaneous Speech)
April 5	*See topics*	*30MinutePrep – Speech Ramp (Extemporaneous Speech)*
April 12	See topics	30MinutePrep – Speech Ramp (Extemporaneous Speech)
April 19	See topics	30MinutePrep – Speech Ramp (Extemporaneous Speech)
April 26	See topics	30MinutePrep – Speech Ramp (Extemporaneous Speech)
May 3	**Final Exam** Final Narrative Journal Due	*Cabrillo 202* from 7:30 pm – 10:00 pm

ASSIGNMENT	POINTS POSSIBLE	YOUR SCORE
Attendance/Participation	125	
In-Class Speeches (16)	**160** (10 points per in-class speech)	
Out-of-Class Speech (15)	**150** (10 points per out-of-class speech)	
Journaling (24)	**240** (10 points per journal entry)	
"Testing Out"	100	
Mid-Term	150	
Final Journal Narrative	75	
TOTAL	1000	

ASSESSMENT AND GRADING SCALE:

"A": Work that is highly exception and goes above and beyond all minimal requirements

"B": Work that is above average and goes slightly above minimal requirements

"C": Work that meets basic standards and requirements also known as "mediocre at best"

"D": Work below average that lacks minimal requirements

"F": Work that clearly does not meet minimal standards, or is not complete

STUDENT RESPONSIBILITY: WHAT IS EXPECTED OF ME IN THIS CLASS?

Students agreeing to the terms for this class as set out in this syllabus are expected to do the following (*not dropping the class constitutes an agreement to the terms, including the grading policy)*:

1. **Be on time to class**
2. Be respectful and let others talk without interruption, including instructors
3. **Read the assigned chapters/materials and engage in class discussions**
4. Treat others' viewpoints and experiences with respect
5. **Make connections between the material and your own lives and experiences**
6. Complete assignments on time and follow directions
7. **Communicate with the instructor in advance about potential attendance conflicts**
8. Do not use cell phones at any time during class
a. **"Multitasking, when it comes to paying attention, is a myth, according to John Medina, a molecular biologist at the University of Washington School of Medicine. Medina acknowledges that the brain does multitask at some level – you can talk and talk at the same time. But when it comes to the brain's capacity to *pay attention* to a lecture, conversation, or presentation, it is simply incapable of paying equal attention to multiple items. To put it bluntly, research shows that we *can't multitask*. We are biologically incapable of processing attention-rich inputs simultaneously"**

It is the student's responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the

instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.

ATTENDANCE AND PARTICIPATION:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. You are expected to attend each class session. It is recognized that many of you have outside commitments to the university; these are considered excused, but must be cleared with the instructor PRIOR to the absence and written documentation presented, including sports. If you are absent from more than 10 percent of class meetings, I have the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, you may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, you will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See Academic Policies in the undergrad student catalog.

LIVE TEXT:

LiveText, a comprehensive assessment management system, was adopted in late 2008 by Point Loma Nazarene University. Point Loma uses LiveText for its myriad functions to aggregate assessment data across multiple programs and campuses, particularly for programs such as General Education, nursing, and business which have professional and regional accreditation requirements. LiveText is seen as a critical companion piece to the assessment wheel, fostering collaboration among departments and streamlining the process of collecting institute-wide assessment data.

LiveText began as a grassroots movement at PLNU, with a small group of faculty converts that grew as word spread regarding the tool's ease of use. More and more faculty began using the tool to assess course and program outcomes. Once the different program and department-specific rubrics were inserted into LiveText, it was very easy for faculty to assess students and, with just a couple clicks, generate instant reports on how their students were performing against these rubrics. This process also allowed faculty and administrators across different programs to finally have conversations about the kinds of rubrics they were using – now ensuring consistency in evaluations and increased transparency to students on how and what they would be evaluated.

Additionally, students in different programs, such as nursing, business, and music have started using LiveText to create e-Portfolios, eliminating any need for putting together cumbersome paper binders in order to meet portfolio requirements. The e-Portfolios allow students to exhibit the competencies and demonstrate program-learning outcomes.

ABSENCES, MAKE UPS, AND EXTRA CREDIT:

Absences – if you are not in class, I will not allow you to make-up the points allotted for attendance. If you are unable to show up for class, you will not receive the points unless it is a Point Loma-approved absence. All assignments are due on the date specified in the syllabus. In the event of an emergency, please contact me at your earliest convenience. I may, or may not, offer extra credit throughout the semester.

FINAL EXAMINATION POLICY:

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site.

USE OF TECHNOLOGY:

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. However, cell phones must be turned off before class begins. Laptops, tablets and all other electronic devices cannot be used during lecture/discussion without permission by the instructor.

ACADEMIC DISHONESTY:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "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." See Academic Policies" in the undergrad student catalog.

ACADEMIC ACCOMMODATIONS:

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with

disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

FERPA POLICY:

In compliance with federal law, neither PLNU student ID nor social security number will be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by each faculty member. Each faculty member will choose on strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetical roster. 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 on the student portal. See Policy Statements in the undergraduate student catalog.