

COM 1000 (3 units): Principles of Human Communication
Department of Communication Studies
Fall 2019



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.

Meeting days: Tuesday	Instructor title and name: Ms. Olivia Neidhart MA
Meeting times: 6:00-8:40pm	Phone: 619-818-3120
Meeting location: Liberty Station 204A	E-mail: oneidhar@pointloma.edu
Section Number: 12	Office location and hours: No office ☹ Email to schedule an appointment
Final Exam: Thursday Dec 17 @ 6:00pm	Additional info: Only on campus T

REQUIRED MATERIALS & RESOURCES

- Berko, R.M., Wolvin, A. D. & Wolvin, D. R. *Communicating: A social and career focus.* (12th Ed.). New York: Houghton Mifflin Company.
- <https://canvas.pointloma.edu/login> Critical information will be communicated via Canvas.

COURSE DESCRIPTION

A survey of the human communication process. Emphasis is placed on intrapersonal, interpersonal, and public communication. Particular attention is paid to the preparation and presentation of speeches.

COURSE LEARNING OUTCOMES

- You will be able to describe and discuss the process of human communication.
- You will be able to identify and explain the basic components of an effective speech.
- You will be challenged to interact competently in small group experiences.
- You will be able to construct and deliver informational and persuasive speeches

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 Unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE PROCEDURE

1. You are expected to be familiar with all material in Canvas, including this syllabus and class schedule.
2. On Lecture Days: Students must arrive on time and prepared to engage. Electronic devices will not be allowed unless permission is given by the instructor.
3. On Speech Days: Students will arrange the classroom as specified by the instructor, break into group, get topics from instructor, and immediately begin prepping for their speeches. In order to receive your topic you must show the printed out articles that you will be using as references. If you do not have these articles you will not be given a topic and therefore will not be able to participate in class that day and therefore receive a (0) on that assignment.
4. Students will actively listen to their classmates during speeches and offer appropriate constructive criticism.

ASSESSMENT & GRADING

Grade Scale (% to Letter):

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

Course Point Values:

Assignment	Point Value
Speech of Introduction Outline	25
Speech of Introduction	50
Informative Speech Outline	50
Informative Speech	100
Persuasive Speech Outline	50
Persuasive Speech	100
Speech Reflections	75
Special Occasion/Extemporaneous Speech	50
Class Activities	200 (20 @ 10 points each)
Book Chapter Assignment	100
Midterm	100
Final	100
Total	1,000

STUDENT RESPONSIBILITY

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.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted online.

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.

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 or authorized by the [Disability Resource Center](#) (DRC). The use of these technology devices during any class period will count in your absence.

ACADEMIC HONESTY

“PLNU exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed...”(PLNU Catalog). As such students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. 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 following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

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 request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing 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 needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

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 student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one 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 alphabetic 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 of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

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 and on Canvas. No requests for early examinations or alternative days will be approved.

COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

COURSE CALENDAR (subject to change)

Date	Discussion/ Activity	HW Due	HW Assigned
September 10	Syllabus and Course Procedures	Ch. 1 & Ch. 5 Assignment	Ch. 11 (pg. 293-318) Ch. 12 (pg. 320-333) Speech of Introduction Outline
September 17	Ch. 11- Planning The Message Ch. 12- Developing the Message Speech of Introductions		Ch. 13 (pg.343-357) Ch. 14 (pg. 369-384)
September 24	Ch. 13- Structuring the Message Ch. 14- The Informative Speech Speeches of Introduction	Speech of Intro Outline Due	Ch. 9 (pg.243-265) Ch. 10 (pg. 271-292)
October 1	Ch. 9 & Ch. 10- Participating in Groups	Speech of Introduction Reflection Due	Ch. 16 (pg. 413-430) Ch. 3 (pg. 53-77)
October 8	Ch. 16- Presenting the Message Ch. 3- Nonverbal Communication		
October 15	Informative Speeches (8)	Informative Speech Outline	Study for Exam
October 22	Midterm Exam		Ch. 15 (pg. 385-412)
October 29	Thanksgiving Break		
November 5	Ch. 15- The Persuasive Speech Informative Speeches (4)		Ch. 2 (pg. 35-51) Ch. 4 (pg. 81-104)
November 12	Ch. 2- Foundations of Verbal Language Ch. 4- Listening	Informative Speech Reflection Due	Ch. 6 (pg. 131-148) Ch. 6 (pg. 153-158) Ch. 7 (pg. 173-209)
November 19	Ch. 6- Interpersonal Communication Ch. 7- Conflict Management		Ch. 5 (pg. 107-116) Ch. 5 (pg. 126-127) Ch. 6 (pg. 136)

November 26	Ch. 5- The Self & Perceptions Persuasive Speeches (10)		Ch. 8 (pg. 210-228)
December 3	Ch. 8- The Interview Persuasive Speeches (10)		
December 10	Persuasive Speeches (4) Final Exam Jeopardy		
December 17	Final Exam	Persuasive Speech Reflection Due	

SPEECH OF INTRODUCTION OUTLINE GRADE SHEET 50 POINTS

Name: _____

	Unsatisfactory			Satisfactory		Excellent
	0	1	2	3	4	5
<u>Introduction:</u>						
Effective, Creative Attention Gainer						
Specific Thesis Statement						
Effectively Previews Main Points						
<u>Body:</u>						
Each Main Point Supports Thesis Statement						
Each Sub-Point Supports Its Main Point						
Easy to Follow						
Clear						
Strong Use of Details/Examples						
Implements Imagination/Creativity						
Use of Appropriate Transition						
<u>Conclusion:</u>						
Clear Restatement of Thesis Statement						
Effectively Reviewed Main Points						
Provided a Memorable "Reason to Remember"						
<u>Format of Outline:</u>						
Followed Directions						
Proper Use of Subordination						
Proper Use of Division (equal # of sub-points)						
Proper Use of Parallel Wording (full sentences)						
Typed, Double-Spaced, 12 Point Font						
Easy to Read						
<u>G/S/P:</u>						
Utilizes Correct Grammar						
Utilizes Correct Spelling						
Utilizes Correct Punctuation						
Need to Proofread More Closely						
Really???						

TOTAL: 25 POINTS

YOUR SCORE:

SPEECH OF INTRODUCTION

Name: _____

Time: _____

	Unsatisfactory			Satisfactory		Excellent
	0	1	2	3	4	5
<u>Introduction:</u>						
Used an Effective Attention Gainer						
Communicated a Specific Thesis Statement						
Previewed Main Points						
<u>Two Main Points:</u>						
Clearly Illustrated Objects/Ideas						
Provided Details/Used Examples						
Demonstrated Creativity						
Utilized a Clear Transition						
<u>Conclusion:</u>						
Clearly Restated Thesis						
Reviewed Main Points						
Utilized a Memorable Reason to Remember						
<u>2 Objects/Presentation Aids:</u>						
Displayed Presentation Aids Well						
Could Be Improved/Distracting Behaviors						
<u>Eye Contact:</u>						
Effective Use of Eye Contact						
Connected With the Whole Audience						
More Eye Contact/ Read Too Much						
<u>Gestures:</u>						
Effective Use of Gestures						
Too Much/Distracting/Fidgeting						
Need to Incorporate More Gestures						
<u>Movement:</u>						
Effective Use of Movement						
Do Not Pace; Move for a Purpose						
Need to Add Movement						
<u>Voice:</u>						
Effective Use of Voice						
Rate: too fast/too slow						
Volume: too loud/too soft						
Variety: more energy/emotion						
<u>Language:</u>						
Appropriate, Effective Use of Language						
Utilized Distracters: uh, um, like, you know, you guys						
<u>Overall Impression:</u>						
Appeared Relaxed, Confident, and Comfortable						
Maintained High Level of Professionalism						
Dressed Professionally/Appropriately						
Effectively/Appropriately Utilized Note Card						

TOTAL: 50 POINTS

YOUR SCORE:

INFORMATIVE, PARTNER SPEECH OUTLINE GRADE SHEET

50 POINTS

Partners' Names: _____

Topic: _____

	Unsatisfactory					Satisfactory			Excellent	
	0	1	2	3	4	5	6	7	8	9 10
<u>Introduction:</u>	0	1	2	3	4	5	6	7	8	9 10
Effective, Creative Attention Gainer										
Logical Reason to Listen										
Establishes Speakers' Credibility										
Specific Thesis Statement										
Effectively Previews Main Points										
<u>Body:</u>	0	1	2	3	4	5	6	7	8	9 10
Each Main Point Supports Thesis Statement										
Each Sub-Point Supports Its Main Point										
Easy to Follow/Clear										
Strong Use of Details/Examples										
Implements Imagination/Creativity										
Use of Appropriate Transitions										
<u>Conclusion:</u>	0	1	2	3	4	5	6	7	8	9 10
Clear Restatement of Thesis Statement										
Effectively Reviewed Main Points										
Provided a Memorable "Reason to Remember"										
<u>Evidence/APA:</u>		0	1	2	3	4	5	6	7	8 9
10										
8 References Properly Cited In-Text										
Supporting Materials Are Appropriate, Relevant, Credible										
Utilizes 1 Expert Quotation										
Implements 1Statistic										
Proper Use of APA Format Throughout										
Correct Format of Reference Page										
8 References Properly Listed on Reference Page										
<u>Format of Outline:</u>	0	1	2				3		4	5
Followed Directions										
Proper Use of Subordination										
Proper Use of Division (equal # of sub-points)										
Proper Use of Parallel Wording (full sentences)										
Typed, Double-Spaced, 12 Point Font										
Easy to Read										
<u>G/S/P:</u>	0	1	2				3		4	5
Utilizes Correct Grammar										
Utilizes Correct Spelling										
Utilizes Correct Punctuation										
Need to Proofread More Closely										

TOTAL: 50 POINTS

YOUR SCORE:

INFORMATIVE SPEECH

100 Points Total
(40 partner points & 60 individual points)

Partner Names: _____

Topic: _____

Time: _____

PARTNER POINTS:

	Unsatisfactory					Satisfactory		Excellent			
	0	1	2	3	4	5	6	7	8	9	10
<u>Introduction:</u>											
Used an Effective Attention Gainer											
Conveyed Appropriate Reason to Listen											
Explained Speaker Credibility											
Communicated a Specific Thesis Statement											
Previewed Main Points											
<u>Main Ideas/Body:</u>											
Delivered Competent Information											
Related Concepts to Everyday Life/Audience											
Utilized Clear, Interesting, Effective Content											
Provided Details/Used Examples											
Demonstrated Creativity											
Competent Use of an Organizational Format											
Properly Cited 1 Expert Quotation											
Properly Cited 1 Statistic											
Correctly Cited 4 References During Speech											
Utilized Clear Transitions											
<u>Conclusion:</u>											
Clearly Restated Thesis											
Effectively Reviewed Main Points											
Utilized a Memorable Reason to Remember											
<u>Interactive/Engaging:</u>											
Effectively Used Presentation Aid (video/activity/PP/handout)											
Stimulated Class Discussion											
Created an Interactive Presentation											
<u>Partner Dynamics:</u>											
Worked Well Together											
Equal Work for Each Member											
Seemed Awkward											

TOTAL: 40 POINTS

PARTNER SCORE:

INFORMATIVE SPEECH

100 Points Total
(40 partner points & 60 individual points)

Your Name: _____

INDIVIDUAL POINTS:

	Unsatisfactory					Satisfactory		Excellent			
	0	1	2	3	4	5	6	7	8	9	10
<u>Gestures:</u>											
Effective Use of Gestures											
Too Much/Distracting/Fidgeted											
Need to Incorporate More Gestures											
<u>Movement:</u>											
Effective Use of Movement											
More Movement/Add in Movement											
Do Not Pace; Move for a Purpose											
<u>Voice:</u>											
Effective Use of Voice											
Rate: too fast/too slow											
Volume: too loud/too soft											
Variety (more energy and emotion)											
<u>Language:</u>											
Appropriate, Effective Use of Language											
Utilized Distracters: uh, um, like, you know, you guys											
<u>Eye Contact:</u>											
Effective Use of Eye Contact											
Connect With the Whole Audience											
More Eye Contact											
Read Too Much											
<u>Overall Impression:</u>											
Appeared Relaxed, Confident, and Comfortable											
Maintained High Level of Professionalism											
Dressed Professionally/Appropriately											
Effectively/Appropriately Utilized Note Card											

TOTAL: 60 POINTS

YOUR SCORE:

PARTNER SCORE:

_____/40 POINTS

INDIVIDUAL SCORE:

_____/60 POINTS

OVERALL SCORE:

_____/100 POINTS

PERSUASIVE SPEECH OUTLINE GRADE SHEET

50 POINTS

Name: _____

Topic: _____

	Unsatisfactory					Satisfactory					Excellent				
<u>Introduction:</u>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Effective, Creative Attention Gainer															
Logical Reason to Listen															
Establishes Your Credibility															
Specific Thesis Statement															
Effectively Previews Main Points															
<u>Body:</u>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Each Main Point Supports Thesis Statement															
Each Sub-Point Supports Its Main Point															
Easy to Follow/Clear															
Strong Use of Details/Examples															
Implements Imagination/Creativity															
Use of Appropriate Transitions															
<u>Persuasive Elements:</u>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Utilized Expert Quotation & Statistic															
Incorporated Ethos, Pathos, Logos															
Proper Use of Stock Issues															
Established a relevant problem, causes, and a solution with an action step															
<u>Conclusion:</u>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Clear Restatement of Thesis Statement															
Effectively Reviewed Main Points															
Provided a Memorable "Reason to Remember"															
<u>Evidence/APA:</u>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
6 References Properly Cited In-Text															
Supporting Materials Are Appropriate, Relevant, Credible															
Proper Use of APA Format Throughout															
Correct Format of Reference Page, including 6 References															
<u>Format of Outline:</u>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Followed Directions															
Proper Use of Division (equal # of sub-points)															
Proper Use of Parallel Wording (full sentences)															
Typed, Double-Spaced, 12 Point Font															
Easy to Read															
<u>G/S/P:</u>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Utilizes Correct Grammar															
Utilizes Correct Spelling															
Utilizes Correct Punctuation															
Need to Proofread More Closely															

TOTAL: 50 POINTS

YOUR SCORE:

PERSUASIVE SPEECH GRADE SHEET

100 POINTS

Name: _____

Time: _____

	Unsatisfactory					Satisfactory		Excellent			
	0	1	2	3	4	5	6	7	8	9	10
<u>Introduction:</u>											
Utilized an Effective Attention Gainer											
Conveyed Appropriate Reason to Listen											
Explained Speaker Credibility											
Communicated a Specific Thesis Statement & Previewed Main Points											
<u>Main Points:</u>											
Established a relevant problem, causes, and a reasonable solution											
Provided an Action Step for Class to Follow											
Delivered a Competent Argument											
Utilized Clear, Interesting, Effective, Creative Content											
Effectively Used Presentation Aids											
Utilized Clear Transitions											
<u>Persuasive Elements:</u>											
Utilized 1 Expert Quotation & 1 Statistic											
Properly Cited 3 References During Speech											
Incorporated Ethos, Pathos, or Logos											
<u>Conclusion:</u>											
Clearly Restated Thesis & Reviewed Main Points											
Utilized a Memorable Reason to Remember											
<u>Movement:</u>											
More Movement/Add in Movement											
Do Not Pace; Move for a Purpose											
<u>Eye Contact:</u>											
Effective Use of Eye Contact											
Connect With the Whole Audience											
More Eye Contact/Read Too Much											
<u>Gestures:</u>											
Too Much/Distracting/Fidgeting											
Need to Incorporate More Gestures											
<u>Voice:</u>											
Rate: too fast/too slow											
Volume: too loud/too soft											
Variety (more energy and emotion)											
<u>Language:</u>											
Appropriate, Effective Use of Language											
Utilized Distracters: uh, um, like, you know, you guys											
<u>Overall Impression:</u>											
Appeared Relaxed, Confident, and Comfortable											
Maintained High Level of Professionalism											
Dressed Professionally/Appropriately											
Effectively/Appropriately Utilized Note Card											

TOTAL: 100 POINTS

YOUR SCORE:

SPECIAL OCCASION SPEECH

50 Points

Name: _____

Time: _____

	Unsatisfactory			Satisfactory		Excellent	
<u>Introduction:</u>	0	1	2	3	4	5	
Used an Effective Attention Gainer							
Communicated a Thesis Statement							
<u>Main Points:</u>	0	1	2	3	4	5	
Utilized Clear, Interesting, Effective Content							
Related Concepts to Everyday Life/Audience							
Provided Details/Used Examples							
Demonstrated Creativity							
<u>Conclusion:</u>	0	1	2	3	4	5	
Restated Thesis							
Utilized a Memorable Reason to Remember							
<u>Language:</u>	0	1	2	3	4	5	
Appropriate, Effective Use of Language							
Utilized Distracters: uh, um, like, you know, you guys							
<u>Eye Contact:</u>	0	1	2	3	4	5	
Effective Use of Eye Contact							
Connect With the Whole Audience							
More Eye Contact							
Read Too Much							
<u>Gestures:</u>	0	1	2	3	4	5	
Too Much/Distracting/Fidgeting							
Need to Incorporate More Gestures							
<u>Movement:</u>	0	1	2	3	4	5	
Do Not Pace; Move for a Purpose							
Need to Add Movement							
<u>Voice:</u>	0	1	2	3	4	5	
Effective Use of Voice							
Rate: too fast/too slow							
Volume: too loud/too soft							
Variety: more energy/emotion							
<u>Energy and Conviction:</u>		0	1	2	3	4	5
Appeared Relaxed, Confident, and Comfortable							
Maintained High Level of Professionalism							
Dressed Professionally/Appropriately							
Effectively/Appropriately Utilized Note Card							
<u>Overall Performance:</u>	0	1	2	3	4	5	
Excellent!! Outstanding!!							
You have shown improvement all semester!							
TOTAL: 50 POINTS							

YOUR SCORE:

Speech Reflections

25 Points

During each speech, students are responsible for having their speeches recorded on a mobile device. After each speech, students will watch their delivery and write a reflection on what they think about their performance. Reflections should be approximately one page and in length and should address the information below:

- What do you think you did well?
- How did these aspects help your speech?
- What do you think you need to work on?
- How did these aspects negatively impact your speech?
- What will you do next time to not repeat these behaviors?
- Looking back at your speech, what would you add or take away (if applicable) from the content of your speech?
- From a non-verbal perspective, what did you notice about your delivery? How do you think it impacted your performance?

Students may address additional topics that are not covered in the above questions. Not all of the questions listed below need to be addressed. Students are entrusted with the ability to use sound judgement and make the reflection about what they see fit. Please note that the reflection is not a place to argue about the grade received.

Chapter Evaluation

10 Points

Students are responsible for reading course material as assigned and demonstrating adequate comprehension of the chapters. For each assignment, students can turn in a 1-2 page write up analyzing the information they just learned. In this assignment, students must:

1. Summarize the material they learned
2. Analyze this material
3. Create at least 3 potential test questions based on the material they read (questions should be multiple choice and/or true/false style).