# PLNU forward

## Fall 2018

| Meeting times/dates/locations: | Instructor title and name: Dr. Jeff Birdsell |
|---|---|
| | **Phone:** 619-849-3370 |
| A majority of this course will be completed asynchronously through Canvas however you **must** register for a 60 minute block in which to deliver your final presentation and evaluate peers on **Wednesday, December 12** | **Office location and hours:** Cabrillo 204 Mondays, Wednesdays, and Fridays 8-9:30, 12:05-1:15 (other times available by appointment) |
| | **E-mail:** jebirdse@pointloma.edu  **Twitter:** @ProfBirdsell |

## 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 DESCRIPTION**

Completion of a portfolio and supporting documentation for assessment and preparation for employment

**COURSE LEARNING OUTCOMES**

The purpose of this course is to help you to prepare for the transition from student to their post-graduation plans. The course will include preparing documents commonly used to pursue employment and reflecting on the learning they have done across courses.

Successful completion of the course will:
- Improve students' self presentation for prospective employers
- Allow students to construct a coherent narrative of their university, major, and co-curricular experience
- Provide assessment data for program directors

**PROGRAM LEARNING OUTCOMES**

As a required course for a degree in Communication, this course will contribute to the following PLOs

- Learn basic theory and application or performance skills about and within the discipline of communication.
- Use communication competently in a variety of complex environmental and social contexts.

As a required course for a degree in Managerial and Organizational Communication, this course will contribute to the following PLOs

- Develop a sophisticated understanding of communication as the negotiation of meaning.
- Display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.
- Formulate a thesis, organize a complex idea, and support it with appropriate evidence using proper grammar and punctuation.
- Demonstrate an ability to present themselves in a professional manner including resume, interview skills, and presentations.
- Analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, data bases, and collecting and analyzing empirical data.
- Demonstrate an understanding of basic theoretical concepts relative to organizational behavior including scientific management, systems theory, and organizational culture.
- Integrate a Christian perspective of values and ethics in their communication in interpersonal, small group organizational and intercultural contexts.
- Develop an awareness of multiple approaches to leadership and develop a personal leadership philosophy.

## ASSESSMENT AND GRADING

The course will consist of independent work with submissions of your work throughout the semester on Canvas.

All assignments must be completed at a satisfactory level to pass the course. If one's missing, you will not get credit for the course.  Any work submitted that is submitted but does not meet the criteria for completion will be marked as "incomplete" and require improvement.  The assignment should be resubmitted within a week (7 days) after being notified that it needs to be improved.  If the assignment remains unsatisfactory after that week, I will contact you to discuss your interest in remaining enrolled in, and passing, the course.

## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted  by the dates posted in Canvas.  Habitual late submissions will result in a conversation about your interest in remaining enrolled in, and passing, the course.

## PLNU 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.

## PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

## PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

While technological resources have made it possible to exchange messages at a greater rate, particularly through email, please remember that just because you're available to send a message doesn't mean I'm available to respond to those messages.  I especially frown upon frantic emails sent hours before an exam or assignment.  I typically respond to email within one 24-hour school day (M – F). For example, if you email me at 1:00pm on Wednesday afternoon, I will typically respond by 1:00pm on or before 1:00pm on Thursday afternoon. If you email me at 9:00 am on Saturday morning, I will typically respond on or before 9 am on Tuesday morning. It is your responsibility to plan ahead.

## ASSIGNMENTS AND READINGS

All assignments must be typed (double-spaced, 8.5" x 11" paper, one-side, 225-250 wpp, 1" margins, 12pt font, Times New Roman or Courier typeface) unless otherwise instructed.  Use the APA style guide where necessary (see https://owl.english.purdue.edu/owl/resource/560/01/ for formatting assistance).

The most likely time for your computer/internet connection to crash or printer to die/run out of ink, is minutes before an assignment is due.  Please plan ahead.

## ASSIGNMENTS INSTRUCTIONS, RUBRICS, AND CALENDAR

### Personal Statement

Write a two page personal statement providing a brief life history, commitment to Christian faith (if applicable), statement of future goals and leadership philosophy. The third page should include a time line of future plans in five-year increments from 20-60 years old. The time line can and should include personal, education and vocational goals.

### Resume and Cover Letter

Visit https://www.plnucareercenter.com/resources and construct a completed, updated resume and sample cover letter to an employer for a position and company that would be a possible prospective employer. The resume must include all of the "Required" elements noted by the Office of Strengths and Vocation along with error-free "Resume Impact Bullets. Cover letters must be error-free, tailored for the specific job/organization and should follow the recommendations provided by OSV (see the website for templates).

### *Office of Strengths and Vocation Confirmation*

Participate in a resume consultation/mock interview meeting with OSV. The OSV has designed a single meeting that combines these services.  Get a signed form (available for download on Canvas) confirming your participation for the service.

### *Capstone Exam*

Towards the end of the semester you will write a capstone essay consisting of one question drawn from an upper-division, Communication, major course of your selection.  The question will focus on specific course content and theoretical premises in order to assess your knowledge of key elements of the discipline.  You will be evaluated using the AAC&U Written Communication VALUE Rubric

### *Presentation*

Deliver an 8-10 minute presentation to a gathering of your peers utilizing appropriate visual aids. The presentation will answer the question: "How I plan to contribute to my community and general society with leadership and service" based on your personal statement. You will be evaluated using the AAC&U Oral Communication VALUE Rubric

| Required | Optional |
|---|---|
| ❏ Name | ❏ Volunteer Experience |
| ❏ Address | ❏ GPA |
| ❏ Phone | ❏ Coursework |
| ❏ Email (professional) | ❏ Honors and Awards |
| ❏ Education | ❏ Research |
| ❏ Experience (most recent to oldest) | ❏ Affiliations |
| ❏ Skills | ❏ Conferences/Presentations |
| ❏ Dates on everything | ❏ Publications |
| ❏ Tailored to job posting | ❏ Leadership |
| | ❏ Co-Curricular Experience |

## Resume Impact Bullets

When crafting your resume, it's important to include examples of your accomplishments for each specific role or title you've held. This is best done by explaining an action you took on a project and the measurable results you noticed. Use the attached "Resume Action Verbs" worksheet to guide your accomplishment statements and make sure to include specific data/numbers in your results.

**APR = Action + Project + Result   &    Use Numbers!**

*Which bullet sounds better?*

- Organized events        *OR*
- Together with five other counselors, organized 10 summer events for over 500 campers teaching Scripture, and teamwork, resulting in new friendships and confidence among campers.

**Example**                    **You Try!**

**Action Verb**
Developed
+
**Project**
Social Media Marketing Strategy
+
**Results**
Increasing social media following by 8,000 followers on Facebook and 600 followers on Instagram
=
- Developed Social Media Marketing Strategy increasing Instagram audience by 600 followers through giveaways and engaging content.

**Action Verb**
_____
+
**Project**
_____
+
**Results**
_____
=
_____
_____
_____

# Resume Action Verbs

## Communication/People

| | | |
|---|---|---|
| Addressed | Developed | Obtained |
| Arranged | Directed | Participated |
| Collaborated | Formulated | Presented |
| Communicated | Identified | Promoted |
| Consulted | Influenced | Reinforced |
| Corresponded | Interacted | |

## Creativity/Innovation

| | | |
|---|---|---|
| Adapted | Devised | Instituted |
| Began | Directed | Integrated |
| Created | Displayed | Launched |
| Customized | Formulated | Performed |
| Designed | Initiated | Planned |
| Developed | Innovated | Shaped |

## Management/Leadership

| | | |
|---|---|---|
| Administered | Increased | Organized |
| Analyzed | Individualized | Performed |
| Coordinated | Instituted | Produced |
| Developed | Led | Streamlined |
| Directed | Managed | Strengthened |
| Evaluated | Mentored | |

## Support/Helping

| | | |
|---|---|---|
| Arranged | Encouraged | Motivated |
| Assisted | Ensured | Provided |
| Demonstrated | Facilitated | Supported |
| Developed Sensitivity | Guided | Volunteered |
| Educated | Mentored | |

## Organization/Detail

| | | |
|---|---|---|
| Accomplished | Implemented | Monitored |
| Achieved | Incorporated | Obtained |
| Distributed | Inspected | Prepared |
| Enforced | Logged | Provided |
| Facilitated | Maintained | Scheduled |
| Generated | Met Deadlines | Standardized |

# WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact value@aacu.org*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

## Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collectios of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

## Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

# WRITTEN COMMUNICATION VALUE RUBRIC

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | Capstone<br>4 | Milestones<br>3 | 2 | Benchmark<br>1 |
|---|---|---|---|---|
| **Context of and Purpose for Writing**<br>*Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions**<br>*Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

# ORAL COMMUNICATION VALUE RUBRIC

*for more information, please contact value@aacu.org*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

*The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.*

## Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

## Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

# ORAL COMMUNICATION VALUE RUBRIC

Association of American Colleges and Universities

### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | Capstone 4 | Milestones 3 | 2 | Benchmark 1 |
|---|---|---|---|---|
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |