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| <br><b>POINT</b> <sup>19</sup>  <b>LOMA</b> <sup>02</sup><br>NAZARENE UNIVERSITY |   | <b>Department of Communication Studies</b><br><br><b>COM 1000: Principles of Human Communication</b><br><br><b>3 units</b> |
| <b>Spring 2022</b>   |   |  |
| <b>Meeting days:</b> Monday, Wednesday, and Friday   | <b>Instructor title and name:</b> Dr. Jeff Birdsell   |  |
| <b>Meeting times:</b> 10:55 - 12:05  | <b>Phone:</b> 619-849-3370  |  |
| <b>Meeting location:</b> Cabrillo 102  | <b>Office location and hours:</b> Cabrillo 204<br>Mondays 8:45-9:45, 1:30-2:30<br>Tuesdays 12:30-1:30<br>Wednesdays 1:30-2:30<br>Thursdays 12:30-1:30<br>Fridays 8:45-9:45 (other times available by appointment) |  |
| <b>Final Exam:</b> Monday, May 2, 10:30-1  | <b>E-mail:</b> <a href="mailto:jebirdse@pointloma.edu">jebirdse@pointloma.edu</a><br><b>Twitter:</b> @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.

#### Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

### 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

Successful completion of the course should enable you to:

- Describe and discuss the process of human communication.

- Identify and explain the basic components of an effective speech.
- Interact competently in dyadic, and small group experiences.
- Construct and deliver informational and persuasive speeches.

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### **FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES**

As a required course for in the PLNU general education program, this course will contribute to the following FELO:

Students who successfully complete this course will be able to effectively express ideas and information to others through oral communication. Results from the informative speech, specifically, will be used to assess the accomplishment of this outcome.

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### **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

Berko, R.M., Wolvin, A. D. & Wolvin, D. R., Aitken, J.E. (2013). *Communicating: A Social, Career and Cultural Focus*. (12<sup>th</sup> Ed.). New York: Houghton Mifflin Company.

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### **COURSE PROCEDURE**

1. You are expected to be familiar with all material in this syllabus.
2. You must create a “Live Text” account at the beginning of the semester or you will not receive a final grade.
3. All assignments are to be submitted/turned in by the beginning of the class session when they are due.
4. EVERY assignment must be TYPED. No handwriting is acceptable. Work should be proofread and free of errors.
5. You must take both exams; a failure to complete either of these is grounds for failure in the class regardless of point totals. The exams will include book and discussion material.
6. You must complete all the course assignments in order to pass the class.
7. You must be ready to give your speech on the date you are assigned to speak. It is your responsibility to know this date. If you are not present on the assigned speaking day, you will fail the speech. If you are late to class on a speech day you jeopardize partial credit for your speech.
8. Each student is required to dress professionally when presenting speeches.
9. Each speech will be evaluated based on several criteria. Grading is both subjective and objective.

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### **CLASS ASSIGNMENTS & COURSE SCHEDULE**

1. There are three (3) speaking assignments required for this course: Two are individual and one may be a group speech.
2. There is one written assignment requirement for this course.
3. A midterm and final (cumulative) exam will be given.
4. Additional assignments will be customized by your instructor.
5. See separate document for assignment details & schedule.

*additional details on the specifics of this course are available below (see ASSESSMENT AND GRADING)*

### **STUDENT RESPONSIBILITY**

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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.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

### **INSTRUCTOR ATTENDANCE AND PARTICIPATION**

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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.

Your attendance will be recorded when you sign in to the daily form that is passed around the classroom. You are responsible to ensure that your signature has been collected on the form. There is not stronger evidence that you were in attendance. If you did not sign in, you will be counted as having missed class regardless of other evidence you may provide.

Missing class will negatively impact your grade in the following way:

If you miss 0 classes = No impact on final grade

If you miss 1 class = No impact on final grade

If you miss 2 classes = 2% reduction of final grade

If you miss 3 classes = 3% reduction of final grade

If you miss 4 classes = 4% reduction of final grade

If you miss 5 classes = 5% reduction of final grade, etc.

At various points in the semester you will be asked to complete in-class activities. Your submissions in response to these activities will contribute to your grade (see Assessment and Grading). These activities may not be made up regardless of the reason for the absence.

### **FINAL EXAMINATION POLICY**

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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. No requests for early examinations or alternative days will be approved. Failure to attend the final will be counted as one week of absences (3 classes)

### **USE OF TECHNOLOGY**

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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.

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.

### **PLNU ACADEMIC HONESTY POLICY**

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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**

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center

(EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **SPIRITUAL CARE**

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Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development.

### **PLNU COPYRIGHT POLICY**

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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.

### **ASSESSMENT AND GRADING**

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| Assignment Distribution:  |               | Grade Scale |    |   |        |     |   |     |
|---|---------------|-------------|----|---|--------|-----|---|-----|
|   |               | Percentage  |    |   | Points |     |   |     |
| In-class activities<br><i>(completed activities ÷ total activities)</i> | 10% (50 pts)  | A           | 93 | - | 100    | 465 | - | 500 |
| Exam 1  | 10% (50 pts)  | A-          | 90 | - | 92.9   | 450 | - | 465 |
| Informative Speech  | 20% (100 pts) | B+          | 87 | - | 89.9   | 435 | - | 450 |
| Informative Speech Self Evaluation                                      | 10% (50 pts)  | B           | 83 | - | 86.9   | 415 | - | 435 |
| Persuasive Speech   | 20% (100 pts) | B-          | 80 | - | 82.9   | 400 | - | 415 |
| Persuasive Speech Classmate Evaluation                                  | 10% (50 pts)  | C+          | 77 | - | 79.9   | 385 | - | 400 |
| Exam 2  | 10% (50 pts)  | C           | 73 | - | 76.9   | 365 | - | 385 |
| Impromptu Speech  | 10% (50 pts)  | C-          | 70 | - | 72.9   | 350 | - | 365 |
|   |               | D+          | 67 | - | 69.9   | 335 | - | 350 |
|   |               | D           | 63 | - | 66.9   | 315 | - | 335 |
|   |               | D-          | 60 | - | 62.9   | 300 | - | 315 |
|   |               | F           | 0  | - | 59.9   | 0   | - | 300 |

## INCOMPLETES AND LATE ASSIGNMENTS

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Assignments turned in past due will be accepted but the grade will be reduced by 10% as soon as the assignment is tardy and another 10% for every 24 hour period after that.

## GRADING

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Regardless of your prior experiences with grading, I am insistent that a “C” is considered “average” or acceptable work, grades of “B” and “A” are awarded for above average and exceptional work respectively. Normally, those students receiving A’s represent the top 10 - 25% of a class.

Feedback on assignments will be provided using the “Annotated Comments” feature in Canvas. Please follow the instructions at <https://tinyurl.com/BirdsellGrades> to access them.

There is a 24-7 rule in this class: you must wait at least 24 hours after receiving a grade to discuss it, and no later than 7 days. Any discussion of grades must occur outside of class time. I will gladly talk about assignments (non-grade issues) past the 7-day period. To avoid confusion, you must (a) document the error in writing, (b) state why you think it is an error (based on the syllabus (course expectations, grading policies, etc.) and specific assignment details.), and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious). These matters will be dealt with promptly. (If an error had been made which benefits you, please accept it as a “gift” which does not need to be reported.)

## ASSIGNMENTS AND READINGS

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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). Written assignments and readings are due at the beginning of class on the appropriate day. Quizzes and online discussions are due according to the times listed in Canvas and on the attached calendar. 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.

## ASSIGNMENT INSTRUCTIONS, RUBRICS, AND CALENDAR

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Refer to the attached pages for assignment instructions, rubrics, and the course calendar. Any modifications to these expectations and dates will be announced in-class or via email and updated on Canvas. During the course of the semester you will be responsible for the following assignments:

### ***Presentations***

**Informative Presentation:** For this assignment you will learn to organize, clarify, refine, and deliver informative messages. Specifically, you will give a 4 to 6 minute “hack” presentation that explains to your classmates how to improve an ordinary activity. On your presentation day, bring to class a device capable of recording your presentation and any necessary visual aid components. You may also use one note card to refer to throughout your presentation.

**Persuasive Presentation:** For this assignment you will learn to critically construct, evaluate, and deliver persuasive arguments through various appeals and reasoning. Specifically, you will be asked to improve PLNU by arguing in favor of a specific, positively framed policy for 5 to 7 minutes. Your thesis statement must follow the format “Point Loma Nazarene University should (take some action).” On your presentation day, bring any necessary visual aid components. You may also use one note card to refer to throughout your presentation.

**Impromptu Presentation:** For this assignment, you will use what you have learned about audience analysis, language use and organization to construct and deliver a 2-3 minute impromptu presentation with 2-3 minutes of preparation.

### ***Exams***

The exams cover all materials we have read about or I have lectured on in class. You are responsible for information in the book even if I do NOT lecture on it. I suggest re-reading all the summaries of every chapter assigned, and reviewing all “terms” (not JUST their definitions, but how they also relate to the “big picture” of communication AND to specific concepts).

### ***Presenter Evaluations***

A good way to improve your public speaking skills is to evaluate public speaking. Thus, you will be responsible for critiquing your informative presentation and a presentation made by a classmate. We may also have guest speakers in class. At my discretion, I may offer extra credit for a written evaluation of those speakers. **NOTE: Extra credit assignments are worth a maximum of 10 points (2%) and will only be counted if the student has completed all other course assignments.**

### SELF-EVALUATION OF INFORMATIVE PRESENTATION

After reviewing the video of your presentation, you are to write a 2-3 page evaluation essay that assesses the performance of your informative presentation. In your assessment, address the following questions in essay (not outline) form and support your claims using credible sources including, but not limited to, your textbook. You may need to watch your video multiple times to fully answer the questions.

1. Content
  - a. Do you think that the focus of your presentation was clear to your audience? Why?
  - b. Given that this was an informative presentation, did you successfully and clearly convey a sense of your topic to your audience? How so?
2. Organization
  - a. How well organized was your presentation?
  - b. Was this organization apparent to the audience or was it only evident to you on paper?
  - c. Did your presentation flow naturally or was it choppy?
3. Delivery
  - a. How conversational were you? Did it seem like you read, memorized, or performed your presentation? How so?
  - b. What aspects of your nonverbal delivery (gestures, eye contact, facial expressions, etc.) were most effective? What aspects of that delivery need improvement?
  - c. What aspects of your vocal delivery (speed, tone, pauses, vocal variation, etc.) made you easily understood and pleasant to listen to? What about your voice impairs your clarity or makes you difficult to listen to?
  - d. What impact did your delivery have on the content of your message?
4. Overall
  - a. Based on this viewing, what one thing do you think you need most work on to improve your presentation skills?
  - b. What will you do to achieve that improvement?

# ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



## 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.*

|                            | <b>Capstone</b><br>4  | <b>Milestones</b>   |   | <b>Benchmark</b><br>1  |
|----------------------------|---|---|---|--|
|                            |   | 3   | 2   |  |
| <b>Organization</b>        | 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.  |
| <b>Language</b>            | 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.   |
| <b>Delivery</b>            | 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.   |
| <b>Supporting Material</b> | 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. |
| <b>Central Message</b>     | 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.  |

**WRITTEN ASSIGNMENT GRADING SHEET**

Name: \_\_\_\_\_

**Grading Scale:**

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

**MECHANICS:**

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

**1      2      3      4      5      6      7      8      9**

**DEPTH OF ANALYSIS:**

Does the paper provide clear reasons to support your position on the topic? Have you used textbook sources and video data to ground your argument or is this merely your impression of what occurred with anecdotal support?

**1      2      3      4      5      6      7      8      9**

**OVERALL IMPACT:**

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

**1      2      3      4      5      6      7      8      9**

## EVALUATION OF CLASSMATE PRESENTATION

After a classmate's presentation, you are to write a 2-3 page evaluation essay that assesses the performance of the presenter. In your assessment, address the following questions in essay (not outline) form and support your claims using credible sources including, but not limited to, your textbook. The classmate's presentation will not be recorded so you will want to take notes on both the content and delivery of the presentation as it is delivered live.

1. Content
  - a. Do you think that the focus of the presentation was clear to the audience? Why?
  - b. Given that this was a persuasive presentation? What evidence did the presenter provide to justify her or his claims?
  - c. Was it relevant to you and your classmates? How so?
  - d. In what ways did the presenter appeal to logos and to pathos?
  - e. Are there ways the evidence could have been more convincing?
2. Organization
  - a. How well organized was this presentation?
  - b. Did the presentation flow naturally or was it choppy?
  - c. Was there a recognizable, organizational strategy? How did it contribute to or reduce the persuasive quality of the presentation?
3. Delivery
  - a. How conversational was the presenter? Did it seem like she or he read, memorized, or performed the presentation? How so?
  - b. What aspects of the presenter's nonverbal delivery (gestures, eye contact, facial expressions, etc.) were most effective? What aspects of that delivery need improvement?
  - c. What aspects of the presenter's vocal delivery (speed, tone, pauses, vocal variation, etc.) made it easy to understand and pleasant to listen to? What about the presenter's voice impaired clarity or made it difficult to listen?
  - d. What impact did the presenter's delivery have on the content of the message?
4. Overall
  - a. How well do you think the presenter persuaded the audience? Why?
  - b. What one tip would you offer to the presenter to improve their persuasive skills?

WRITTEN ASSIGNMENT GRADING SHEET

Name: \_\_\_\_\_

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

**MECHANICS:**

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

1      2      3      4      5      6      7      8      9

**DEPTH OF ANALYSIS:**

Does the paper provide clear reasons to support your position on the topic? Have you used textbook sources and specific examples from your notes to ground your argument or is this merely your impression of what occurred with anecdotal support?

1      2      3      4      5      6      7      8      9

**OVERALL IMPACT:**

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1      2      3      4      5      6      7      8      9

EVALUATION FORM FOR IMPROMPTU PRESENTATION

Presenter \_\_\_\_\_ Topic \_\_\_\_\_ Time \_\_\_\_\_

5 EXCELLENT

3 COMPETENT

1 NEEDS ATTENTION

**INTRODUCTION: ( \_\_\_ / 12.5 PTS)**

|                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| Prepared to speak when called      | 5 | 4 | 3 | 2 | 1 |
| Gained audience attention          | 5 | 4 | 3 | 2 | 1 |
| Linked topic to prompt/item/quote  | 5 | 4 | 3 | 2 | 1 |
| Clear thesis/proposition statement | 5 | 4 | 3 | 2 | 1 |
| Previewed main points              | 5 | 4 | 3 | 2 | 1 |

**BODY: ( \_\_\_ / 15 PTS)**

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Clear organizational pattern               | 5 | 4 | 3 | 2 | 1 |
| Main points clearly differentiated         | 5 | 4 | 3 | 2 | 1 |
| Balance between main points                | 5 | 4 | 3 | 2 | 1 |
| Included smooth transitions between points | 5 | 4 | 3 | 2 | 1 |
| Points were explained and developed well   | 5 | 4 | 3 | 2 | 1 |
| Examples were clear and specific           | 5 | 4 | 3 | 2 | 1 |

**CONCLUSION: ( \_\_\_ / 7.5 PTS)**

|                                     |   |   |   |   |   |
|-------------------------------------|---|---|---|---|---|
| Clearly reviewed main points        | 5 | 4 | 3 | 2 | 1 |
| Restated thesis                     | 5 | 4 | 3 | 2 | 1 |
| Provided memorable closure/clincher | 5 | 4 | 3 | 2 | 1 |

**DELIVERY: ( \_\_\_ / 15 PTS)**

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Established eye contact (no reading)           | 5 | 4 | 3 | 2 | 1 |
| Used facial expressions effectively            | 5 | 4 | 3 | 2 | 1 |
| Used appropriate gestures & body movement      | 5 | 4 | 3 | 2 | 1 |
| Used clear/articulate/descriptive language     | 5 | 4 | 3 | 2 | 1 |
| Language/vocal style (rate; free of 'fillers') | 5 | 4 | 3 | 2 | 1 |
| Showed energy/enthusiasm for topic             | 5 | 4 | 3 | 2 | 1 |

\_\_\_ Met Time Limits (up to 2.5 pts deducted)

Score: \_\_\_/50 = FINAL GRADE: \_\_\_/\_\_\_PTS)

| Week | Dates   | Topic  | Readings   | Graded Work Due                                |
|------|---------|--|------------|--|
| 1    | 1/11    | Course Introduction                                  |            |  |
|      | 1/12    | Communication Tenets                                 | Chapter 1  |  |
|      | 1/14    | "Elevator" Speeches                                  |            |  |
| 2    | 1/17    | NO CLASS: Martin Luther King Jr. Day                 |            |  |
|      | 1/19    | Elevator Speech Delivery                             |            |  |
| 3    | 1/21    | Foundations of Verbal Language                       | Chapter 2  |  |
|      | 1/24    | The Informative Speech                               | Chapter 14 |  |
|      | 1/26    | Planning the Message                                 | Chapter 11 |  |
| 4    | 1/28    | Developing the Message                               | Chapter 12 | INFORMATIVE SPEECH OUTLINE ROUGH DRAFT         |
|      | 1/31    | Structuring the Message                              | Chapter 13 |  |
|      | 2/2     | <i>organizational patterns, introductions,</i>       |            |  |
| 5    | 2/4     | <i>conclusions, outlining</i>                        |            | INFORMATIVE SPEECH OUTLINE REVISED ROUGH DRAFT |
|      | 2/7     | Presenting the message                               | Chapter 16 |  |
|      | 2/9     | <i>verbal and nonverbal delivery,</i>                | Chapter 3  |  |
| 6    | 2/11    | <i>communication apprehension, presentation aids</i> | Chapter 5  | INFORMATIVE SPEECH OUTLINE REVISED ROUGH DRAFT |
|      | 2/14    | Exam Review  |            |  |
|      | 2/16    | Informative Speech Workshop                          |            |  |
| 7    | 2/18    | Exam 1   |            | EXAM 1   |
|      | 2/21    | Informative Presentations                            |            | INFORMATIVE SPEECH                             |
|      | 2/23    | Informative Presentations                            |            | INFORMATIVE SPEECH                             |
|      | 2/25    | Informative Presentations                            |            | INFORMATIVE SPEECH                             |
| 8    | 2/28    | Persuasive Speaking                                  | Chapter 15 |  |
|      | 3/2     | Listening  | Chapter 4  |  |
|      | 3/4     | <i>ingredients in persuasion</i>                     |            | SELF EVALUATION DUE                            |
| 9    | 3/7     | NO CLASS: Spring Break                               |            |  |
|      | 3/9     | NO CLASS: Spring Break                               |            |  |
|      | 3/11    | NO CLASS: Spring Break                               |            |  |
| 10   | 3/14    | Persuasive Speaking Reboot                           |            |  |
|      | 3/16    | Fallacies  |            |  |
|      | 3/18    | Fallacies  |            |  |
| 11   | 3/21    | Wiley Lecture (Meet in Crill Performance Hall)       |            | PERSUASIVE SPEECH OUTLINE ROUGH DRAFT          |
|      | 3/23    | Choosing effective language                          |            |  |
|      | 3/25    | Telling Narratives                                   |            |  |
| 12   | 3/28    | Persuasive Presentations                             |            | PERSUASIVE SPEECH                              |
|      | 3/30    | Persuasive Presentations                             |            | PERSUASIVE SPEECH                              |
|      | 4/1     | Persuasive Presentations                             |            | PERSUASIVE SPEECH                              |
| 13   | 4/4     | Communicating in Groups                              | Chapter 9  |  |
|      | 4/6     | Communicating in Groups                              | Chapter 10 |  |
|      | 4/8     | Communicating with Others -Verbal                    | Chapter 7  | CLASSMATE EVALUATION DUE                       |
| 14   | 4/11    | Communicating with Others -Nonverbal                 |            |  |
|      | 4/13    | Computer Mediated Communication                      | Chapter 6  |  |
|      | 4/15    | NO CLASS: Easter Recess                              |            |  |
| 15   | 4/18    | NO CLASS: Easter Recess                              |            |  |
|      | 4/20    | Communication and Employment                         | Chapter 8  |  |
|      | 4/22    | Impromptu Speaking                                   |            |  |
| 16   | 4/25    | Exam Review/Impromptu Workshop                       |            |  |
|      | 4/27    | Impromptu Practice                                   |            |  |
|      | 4/29    | Exam 2   |            |  |
| Week | 10:30-1 | Impromptu Presentations                              |            | IMPROMPTU SPEECH                               |