

		<b>Department of Communication Studies</b>  <b>COM 1000-7: Principles of Human Communication</b>  <b>3 units</b>
<b>Fall 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 104	<b>Office location and hours:</b> Cabrillo 204 Mondays 8:45-9:45, 1:30-2:30 Tuesdays 12:30-1:30 Wednesdays 1:30-2:30 Thursdays 12:30-1:30 Fridays 8:45-9:45 (other times available by appointment)	
<b>Final Exam:</b> Wednesday, December 14, 10:30-1	<b>E-mail:</b> <a href="mailto:jebirdse@pointloma.edu">jebirdse@pointloma.edu</a> <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**

Students who successfully complete this course will:

1. Be able to describe and discuss the process of human communication.

2. Be able to identify and explain the basic components of an effective speech.
3. Be challenged to interact competently in dyadic, and small group experiences.
4. Be able to construct and deliver informational and persuasive speeches.
5. Develop the theoretical, practical, and spiritual foundations for effective communication.

### **FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES**

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

FELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.

FELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

FELO 1d. Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

FELO 2a. Students will develop an understanding of self that fosters personal wellbeing.

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

Berko, R.M., Wolvin, A. D. & Wolvin, D. R. (2013). *Communicating: A social and career focus*. (12<sup>th</sup> Ed.). New York: Houghton Mifflin Company.

### **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 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### **SPIRITUAL CARE**

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

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation.

---

## ASSESSMENT AND GRADING

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

## GRADING

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

All assignments must be typed (double-spaced, 8.5" x 11" paper, 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.

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.

### **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

### **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 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.

### **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**

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.

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

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

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.

### **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 result in a grade of F on the official transcript.

### **INSTRUCTOR 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.

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**

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**

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.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments.

Research summaries I have read, along with my own experience as both an instructor and a student, suggest that taking notes by hand on paper improves information retention. If you are taking notes on a laptop or tablet, please disable your connection to the internet unless otherwise instructed.

Please silence your phone when you are in class. If a call or text interrupts our class session, I reserve the right to answer the phone on your behalf and/or make fun of an unoriginal ringtone.

## ASSIGNMENT INSTRUCTIONS, RUBRICS, AND CALENDAR

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. This presentation will be graded using the attached AAC&U Oral Communication rubric.

**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. This presentation will be graded using the attached AAC&U Oral Communication rubric.

**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.**

---

## 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.*

	Capstone 4	Milestones		Benchmark 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.



### 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?

## 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	8/29	Course Introduction		
	8/30	"Elevator" Speeches		
	9/1	Elevator Speech Delivery		
2	9/5	NO CLASS ALL DAY (LABOR DAY)	NO CLASS ALL DAY	NO CLASS ALL DAY
	9/7	Communication Tenets	Chapter 1	
	9/9	Foundations of Verbal Language	Chapter 2	
3	9/12	The Informative Speech	Chapter 14	
	9/14	Planning the Message	Chapter 11	
	9/16	Developing the Message	Chapter 12	INFORMATIVE SPEECH OUTLINE ROUGH DRAFT
4	9/19	Structuring the Message	Chapter 13	
	9/21	<i>organizational patterns, introductions,</i>		
	9/23	<i>conclusions, outlining</i>		INFORMATIVE SPEECH OUTLINE REVISED ROUGH DRAFT
5	9/26	Presenting the message	Chapter 16	
	9/28	<i>verbal and nonverbal delivery,</i>	Chapter 3	
	9/30	<i>communication apprehension, presentation aids</i>	Chapter 5	INFORMATIVE SPEECH OUTLINE REVISED ROUGH DRAFT
6	10/3	Exam Review		
	10/5	Informative Speech Workshop		
	10/7	Exam 1		EXAM 1
7	10/10	Informative Presentations		INFORMATIVE SPEECH
	10/12	Informative Presentations		INFORMATIVE SPEECH
	10/14	Informative Presentations		INFORMATIVE SPEECH
8	10/17	Persuasive Speaking	Chapter 15	
	10/19	Listening	Chapter 4	
	10/21	NO CLASS ALL DAY (FALL BREAK)	NO CLASS ALL DAY	NO CLASS ALL DAY
9	10/24	Persuasive Speaking Reboot		
	10/26	Ingredients in persuasion		
	10/28	Fallacies		
10	10/31	Fallacies		PERSUASIVE SPEECH OUTLINE ROUGH DRAFT
	11/2	Choosing effective language		
	11/4	Telling Narratives		
11	11/7	Persuasive Presentations		PERSUASIVE SPEECH
	11/9	Persuasive Presentations		PERSUASIVE SPEECH
	11/11	Persuasive Presentations		PERSUASIVE SPEECH
12	11/14	Communicating in Groups	Chapter 9	
	11/16	Communicating in Groups	Chapter 10	
	11/18	Communicating with Others -Verbal	Chapter 7	CLASSMATE EVALUATION DUE
13	11/21	Communicating with Others -Nonverbal		
	11/23	NO CLASS ALL DAY (T'GIVING)	NO CLASS ALL DAY	NO CLASS ALL DAY
	11/25	NO CLASS ALL DAY (T'GIVING)	NO CLASS ALL DAY	NO CLASS ALL DAY
14	11/28	Computer Mediated Communication	Chapter 6	
	11/30	Communication and Employment	Chapter 8	
	12/2	Impromptu Speaking		
15	12/5	Exam Review/Impromptu Workshop		
	12/7	Impromptu Practice		
	12/9	Exam 2		
Finals Week	December 14 10:30-1	Impromptu Presentations		IMPROMPTU SPEECH