



**Department of Communication Studies**

**COM 1000: Principles of Human Communication**

**3 Units**

**Fall 2023**

**Monday 6:00 -8:45 pm**

**Meeting Location: Liberty Station 201**

**Final Exam: Monday December 11<sup>th</sup>, 7:30-10:00 pm**

<b>Professor deAnda</b>
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<a href="mailto:cdeanda@pointloma.edu">cdeanda@pointloma.edu</a>
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**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 is an expression of faith. Being of Wesleyan heritage, we strive 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.

### **PROGRAM AND 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

- 1) Here is the link to FE (formerly GE) courses and corresponding FELO's:  
<https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>
- 2) FELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.
- 3) Signature Assignment for COM 1000: Informative Speech Assignment

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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

### Course Credit Hour Information

This class meets the PLNU credit hour policy for a 3-unit class delivered over 15 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.

### Assessment and Grading

Each assignment is available on CANVAS with a prompt and grading rubric.

Assignment	Points
Who AM I? Perception Presentation	100
Group Informative Speeches	100
Group Informative Speech Outline	50
Persuasive Speech	100
Persuasive Speech Outline	50
Film Analysis Paper	100
Final Exam	100
Participation	100
<b>Total</b>	<b>700</b>

### Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100 (651 pts)	B+ 87-89 (609 pts)	C+ 77-79 (539 pts)	D+ 67-69 (469 pts)	F Less than 59
A- 90-92 (630 pts)	B 83-86 (581 pts)	C 73-76 (511 pts)	D 63-66 (441 pts)	

	B- 80-82 (560 pts)	C- 70-72 (490 pts)	D- 60-62 (420 pts)	
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### **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is Monday December 11<sup>th</sup> from 7:30-10:00pm. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **Content Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In COM 1000, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **Trigger Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In COM 1000, we will cover a variety of topics, some of which you may find triggering. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of communication, and I will support you throughout your learning in this course.

### **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.

## **Spiritual Care**

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 your professor or the [Office of Spiritual Life and Formation](#).

## **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.

## **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.

## **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **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](mailto: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.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, 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 accommodations and resources 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, faculty and staff are 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 class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of 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 an "F" grade.

<b>Date</b>	<b>Week</b>	<b>Class Activity</b>	<b>Readings</b>
8/28/23	1	Welcome! Go over Syllabus Course expectations. Lecture: Chapter 1; Human Communication Process.	<b>Read: Syllabus &amp; Chapter 1</b>
9/4/2023	2	<b>DAY OF LABOR</b>	
9/11/2023	3	Lecture: Foundations of Verbal Language/ The Self and Perception.	<b>Read: Chapters 2&amp;5</b> <b>Introduce ‘WHO AM I’ Assignment.</b>
9/18/2023	4	Lecture: Listening/Public Speaking; Presenting the Message.	<b>Read: Chapter 4, 16</b>
9/25/2023	5	<b>“Who Am I” Presentations Due</b>	
10/2/2023	6	Lecture: Non-Verbal Communication/The Interview.	<b>Read: Chapters 3&amp;8</b>
10/9/2023	7	Lecture: Interpersonal Skills and Conflict Management.	<b>Read: Chapter 7</b>
10/16/2023	8	Lecture: The concepts of Groups/Participating in Groups.	<b>Read: Chapter 9&amp;10</b>
10/23/2023	9	Lecture: Public Speaking; Developing a Message/Public Speaking; The Informative Speech.	<b>Read: Chapter 12&amp;14</b> <b>Introduce Informative Speech</b>
10/30/2023	10	Lecture: Public Speaking; Planning the Message/Public Speaking; Structuring the Message	<b>Read: Chapter 11</b> Informative Speech Outlines due <i>Friday 11/3 by Midnight.</i>
11/6/2023	11	<b>Informative Presentations Due</b>	
11/13/2023	12	Lecture: Public Speaking; The Persuasive Speech/Public Speaking; Structuring the Message.	<b>Read: Chapter 13&amp;15</b> <b>Introduce Persuasive Speech</b>
11/20/2023	13	Workshop Day! Work on Persuasive Speeches Go over Final Exam, Film Analysis Papers.	Persuasive Speech Outlines due by <i>Friday, 11/24 by Midnight.</i>
11/27/2023	14	<b>Persuasive Presentations Due</b>	
12/4/2023	15	<b>Persuasive Presentations Due</b>	
12/13/2023	16	<b>Final Examination Wednesday December 13<sup>th</sup>, 4:30-7:00PM</b>	

**Syllabus may change: Notice will be given verbally on via CANVAS.**

## Speech Grading Rubric

Quality	Deficient	Below-Average	Average	Strong!	Exceptional!
<b>Point Value</b>	<b>1 Point</b>	<b>8 Points</b>	<b>10 Points</b>	<b>12 Points</b>	<b>15 Points</b>
<b>Introduction</b>	Introduction was mostly utilized incorrectly or missing entirely.	Correctly utilized 3/5 of introduction components. <u>And/or</u> few correct elements were creative, compelling, & clear.	Correctly utilized all components of <i>intro</i> . Few components were creative, compelling, & clear.	Correctly utilized all components of <i>intro</i> . <u>Most</u> components could be more creative, compelling, & clear.	Correctly utilized all components of <i>intro</i> . Entire introduction was creative, compelling, & clear!
<b>Point Value</b>	<b>1 Point</b>	<b>8 Points</b>	<b>10 Points</b>	<b>15 Points</b>	<b>20 Points</b>
<b>Body</b>	Thesis is largely unsupported. <u>&amp;/</u> or there is a severe lack of details, examples, imagination, & creativity.	Sub points support main points, which support thesis. Severe lack of details, examples, imagination, & creativity.	Sub points support main points, which support thesis. Needs more details, examples, imagination, & creativity (utilizes some).	Sub points support main points, which support thesis. Strong use of details & examples <u>or</u> imagination & creativity.	Sub points support main points, which support thesis. Used details, examples, imagination & creativity. Well-
<b>Point Value</b>	<b>1 Point</b>	<b>8 Points</b>	<b>10 Points</b>	<b>12 Points</b>	<b>15 Points</b>
<b>Conclusion</b>	Conclusion elements were mostly utilized incorrectly or missing entirely.	Correctly utilized 2/3 of conclusion components. Some correct elements were creative, compelling, & clear.	Correctly utilized all <i>conclusion</i> elements. <u>All</u> components could be more creative, compelling, & clear.	Correctly utilized all <i>conclusion</i> elements. <u>Some</u> components could be more creative, compelling, & clear.	Correctly utilized all <i>conclusion</i> elements. <u>Entire</u> conclusion was creative, compelling, & clear!
<b>Point Value</b>	<b>1 Point</b>	<b>4 Points</b>	<b>6 Points</b>	<b>8 Points</b>	<b>10 Points</b>
<b>Sources</b>	Did not include sources	Use of outside sources was minimal.	Correctly integrated the appropriate amount of sources in the speech.	Correctly integrated appropriate amount of sources that were relevant to the topic.	Seamlessly incorporated thought provoking sources that pushed the content of the speech from various sources.
<b>Gestures</b>	The majority of hand movements distracted from content. And/or, no constructive gestures were used.	Distracting behaviors were present during majority of speech. Few effective gestures were utilized.	Size, frequency, & variety were strong for majority of speech. Some distracting behaviors were present.	Gesture size, frequency, & variety were strong for majority of speech. No distracting behaviors were present.	Gesture size, frequency, & variety were exceptional. No distracting behaviors were present.
<b>Eye Contact</b>	Speaker relied on visual aid/notes to move through presentation.	Spent <u>majority</u> of speech looking at visual aid or notes. Some eye contact was utilized.	Maintained eye contact for <u>majority</u> of speech. Some lapses in eye contact.	Maintained eye contact with all areas of the audience for majority of speech.	Maintained eye contact with all areas of the audience for entire speech.
<b>Voice</b>	The vast majority of speech content was monotone or inaudible.	Majority of speech was monotone or inaudible. Vocal variety, volume, & enthusiasm were during a few moments.	Vocal variety, volume, & enthusiasm were strong for <u>majority</u> of speech. Few moments were monotone or inaudible.	Demonstrated strong vocal variety, volume, & enthusiasm for the <u>majority</u> of speech.	Demonstrated exceptional vocal variety, volume, enthusiasm, & passion for <u>entire</u> speech.
<b>Language</b>	Fillers were frequent & distracting. Language not tailored. Egregious profanity.	Fillers were consistently utilized. Language was not tailored to audience/occasion.	Language was well-tailored for audience/occasion. Some fillers.	Language compelling & well-tailored for audience/occasion. Some fillers.	Language compelling & well-tailored for audience/occasion. No fillers.
<b>Grade Scale</b>	<b>F = 0 - 59</b>	<b>D = 60 - 69</b>	<b>C = 70 - 79</b>	<b>B = 80 - 89</b>	<b>A = 90-100</b>