



Communication Studies Department

COM 1000-10 Principles of Human Communication

3 Units

Fall 2025

Tuesdays 5:00-7:40pm

Liberty Station 204A

Final Exam: TBA

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Professor Annika Wong
Phone:	n/a
Email:	awong2@pointloma.edu
Office location and hours:	By appointment only, via zoom : 925 823 5924 Please email me at least 24 hours in advance if you would like to schedule an office hours appointment.

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.

General Education 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.

Teaching Philosophy

My teaching philosophy is anchored in four things:

- A pedagogy of care
- A desire for growth
- A hope for change
- Transparency

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.

General Education Learning Outcomes

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

Signature assignments include an informative speech, a group speech, and a persuasive speech. These assignments will allow students to evaluate and improve their oral communication skills throughout the course.

Required Texts and Recommended Study Resources

Students can access the required text through LomaBooks.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by

copyright law and should not be duplicated or distributed without permission of the copyright owner.

Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2024). *The communication age: Connecting and engaging* (4th ed.). SAGE.

LomaBooks Instructions for Students:

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go: [HERE](#)

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.

Assessment and Grading

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

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

Rounding: Rounding will occur in rare circumstances. It will only occur if a student's grade is within one percentage point of the next grade **and** the student has demonstrated exemplary participation and effort in the course. **Any possible changes are made by instructor discretion; please do not request that your grade be rounded up.**

If you would like to challenge the grade given to you, you are able to do so within one (1) week of receiving the grade. You will present me with your reasons for getting a new grade during my office hours and we will review your assignment together. I reserve the right to adjust your grade, higher or lower, based on what I see in your assignment and the argument you present to me.

Point Distribution

COURSE REQUIREMENTS	POINTS ASSIGNED
<i>Informative Speech</i>	120
<i>Dyad Speech</i>	120
<i>Persuasive Speech</i>	150
Outlines (3x50)	150
<i>Final Exam</i>	150
Speech Peer Review (3x20)	60
Speech Reflection (2x25)	50
Reading Quizzes (4x10)	40
Canvas Assignments	110
Mini-speeches (5x10)	50
TOTAL	1,000

Note: Completing the Informative Speech, Group Speech, Persuasive Speech, and final exam is necessary for passing this class. **If a student does not complete all of these assignments they will not pass the class, regardless of the grade they receive.**

There may be adjustments made to the point values/totals listed above. Each assignment will be clearly marked with the point value when assigned in class or on Canvas. Student grades will be posted in the Canvas grade book after each assignment has been graded. It is important to read

the comments written on your assignment or posted on Canvas as these comments are intended to help you improve your work.

In-class assignments and mini-speeches: There will be no makeups for in-class assignments and mini-speeches missed due to absences except for university excused absences.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by their due date. Incompletes will only be assigned in extremely unusual circumstances. Late assignments will be accepted up to a week after its due date with a 10% decrease in grade per day it is late. Please communicate with me in advance of an assignment due date if you are concerned that an illness or other personal hardship may prevent you from turning in an assignment on time.

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 [Traditional Undergraduate Records: Final Exam Schedules](#) site. 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. These topics include political issues, identity issues, and health related issues. Also, considering that students will give speeches on individually chosen topics, I cannot be certain about what will be talked about in class. 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 communication, 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. These topics include political issues, identity issues, and health related issues. Also, considering that students will give speeches on individually chosen topics, I cannot be certain about what will be talked about in class. 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.

To maintain a healthy and community oriented classroom environment, **students will be asked to refrain from giving speeches about topics that could be triggering to peers and will be asked to refrain from using offensive language.** Before outlines are due, students will be asked to submit their topics for review and will be given feedback on the topic prior to the outline being due. Additionally, **students will not be able to give speeches unless a revised outline has been turned in 24 hours prior to the speech day.** Students who do not turn in outlines 24 hours prior to a speech day will not be able to give their speech and will instead be asked to make up their speech at the instructor's convenience. Their speech will be penalized for being late. **If student speeches deviate from their outline and include material that I deem to be offensive or inappropriate, I reserve the right to stop a student's speech and have them make up their speech with a point deduction depending on the severity of the offense.**

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 you 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 distance education outside 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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined 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, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) 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. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

[APA Style: How to Cite ChatGPT](#)

COM 1000 Specific AI Policy

My ultimate goals in teaching this class are to:

- Prepare students for the rest of college
- Prepare students for the real world

I think it is pretty certain that you will come into contact with classes that will not allow you to use generative AI. I think it is also pretty certain that generative AI is not going anywhere. It is going to be an important tool for you to be able to understand how to use it. Therefore, I think it is important to allow you to use AI to brainstorm and refine your speech. This is a really wonderful use of this tool. And I see it closing a lot of equity gaps, specifically for students with learning disabilities or who are learning English because it makes writing a lot more accessible.

However, because you have access to this tool and because I am encouraging you to use it ethically and responsibly, I am also going to be raising my standards for the speeches that you'll be turning in. I hope to see no grammatical errors. And I also will be adding other safeguards to ensure that you have done sufficient work in crafting the speeches which are a significant portion of your grade.

- No grammatical errors
- An impromptu Q&A portion at the end of each speech that requires you to have a foundational knowledge of the subject you are presenting on and the sources you used.
 - For the informative speech, those questions will come from me
 - For the dyad and persuasive speeches, those questions will come from both myself and the audience.
 - These questions are not meant to trip you up and will not be shared with the intent of sussing out if you used AI. Rather they are a chance for you to engage with your audience and build confidence and skills in impromptu speaking.
- A post-speech self-reflection on the work you did to prepare for your speech.
- A final, conducted via lock-down browser, that is focused on speech writing and self-reflection.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 619-849-2533).

Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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. 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 or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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 (2 classes), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (4 classes), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

You are allowed two (2) absences in the course of the semester without penalty. The only absences excused after that will be university approved absences. It is your choice how you use these absences and it is encouraged that you use them wisely. Please note that these 2 absences DO include instances of illness and family obligations. Each absence over 2 will result in a 15-point deduction to your overall grade.

If you have a university approved absence or you are absent due to illness or personal hardship, please let me know in advance. University approved absences of illness require documentation (for example, a note from your doctor or Covid-related accommodations from the EAC). Any absences that are not documented or that I am not notified of will not count as excused absences and students will lose points on their attendance and participation. **In-class and mini-speech assignments missed due to an absence that was not cleared with me in advance cannot be made up.**

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

*This schedule is subject to change

Week	Date	In Class	Readings/Assignments Due
1	9/2	Syllabus review Mini speech: Introductions Communication in the 21st Century	Ch 1 Introduction Survey
2	9/9	Communication anxiety Verbal Communication Nonverbal Communication Community guidelines	Ch 3, 4 Communication anxiety quiz
3	9/16	Perception, Self, and Communication Setting Communication Goals Artificial Intelligence	Ch 2 AI Jigsaw
4	9/23	Selecting and Researching Your Topic and Knowing Your Audience Organizing Your Presentation Informative Presentations	Ch 11, 12, 14 AI Journal Reflection Communication Goal Setting
5	9/30	CLASS IN LIBRARY Library Research Session	Ch 13 Informative Speech thesis

		Delivering Your Presentations Mini speech: TED summary	statement due TED Speech Reverse Outline
6	10/7	<i>Peer Review Session</i> Communication, Culture, and Diversity Visual aids crashcourse	Ch 6 First draft of Informative Speech Outline due at 11:59pm Final Informative Speech Outline due on <u>Monday, 10/13 at 11:59pm</u>
7	10/14	Informative Speeches	Informative Speech Peer Feedback Assignment due
8	10/21	Informative Speeches Interpersonal Communication	Ch 7 Dyads are decided Midcourse Survey
9	10/28	Small Group and Team Communication Dyad Working Session Mini Speech: minute to win it	Ch 8 Informative Speech Self Evaluation due Dyad Speech thesis statement due
10	11/4	<i>Peer Review Session</i> Workplace and Organizational Communication The Persuasive Speech	Ch 9, 15 First draft of Dyad Speech Outline due at 11:59pm Final Dyad Speech Outline due <u>Monday, 11/10 @ 11:59pm</u>
11	11/11	Dyad Speeches	Dyad Speech Peer Feedback Assignment due Persuasive Speech thesis statement due
12	11/18	Listening The Interview	Ch 5 Dyad Speech Self Evaluation due
13	11/25	VIRTUAL 10 minute goal check ins	Goal Reflection

			First draft of Persuasive Speech Outline due at 11:59pm Final Persuasive Speech Outline due <u>Monday, 12/1 at 11:59pm</u>
14	12/2	Persuasive Speeches	Persuasive Speech Peer Feedback Assignment due
15	12/9	Persuasive Speeches Mini speech: toast	<u>Last day to turn in late work</u>
FINALS	12/16 7:30 - 10:00pm	Final Examination: Speech Writing	