School of Humanities, Arts, & Public Engagement
Department of Communication Studies
COM 1000: Principles of Human Communication
Fall 2026 I 3 Units I Section 5
TR 9:30 am – 10:45 am
Salomon Theatre (see campus map at end of syllabus)
Final Exam: Thursday, December 17, 10:30 am – 1:00 pm

| | |
|---|---|
| Instructor: Dr. Braedon Worman | Email: bworman@pointloma.edu (Canvas message preferred) |
| Phone: (619) 849-2704 | Office: Cabrillo 200 (2nd floor, next to the elevator) |
| Office Hours: MW 9:45 am – 11:30 am; 2:45 – 4:30 pm; TR 3:00 – 4:30 pm; By appointment | |

**For we all stumble in many ways. If anyone does not stumble in what [they say, they are] a mature [person] who is also able to control [their] whole body. ... Though the tongue is a small part of the body, it boasts great things. Consider how large a forest a small fire ignites. And the tongue is a fire.**
(*Holman Christian Standard Bible*, 2004, James 3:3,5-6a)

## 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.

## PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response

procedures, and the appeal process, please consult the Academic Behavior Policy in the University Catalog.

## 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) has experienced other forms of discrimination, you can find more information on reporting and resources via the Nondiscrimination and Anti-harassment Policy.

Each student is expected to respect the rights of the other students in the class and the instructor. The exploration of controversial ideas is an essential component of this class. Disruptive, disrespectful, and/or overtly harmful behavior will not be tolerated. At my discretion, any student whose behavior interferes with the learning of any other student will be dismissed from class. This dismissal may necessitate being dropped permanently from the class. In an effort to treat each other as each of us wishes to be treated, we will call each other by our preferred names and pronouns. If you do not wish to call someone by their preferred pronoun, you should just use their preferred name to refer to them. We will also practice the Oops, Ouch, Woah Protocol to acknowledge microaggressions and give voice to harm:

# **TOOL** OOPS, OUCH, WHOA PROTOCOL



**OOPS**

Say “Oops” when you recognize that your intention did not match your impact and that you may have said something hurtful. Then, genuinely apologize and repent.



**OUCH**

Say “Ouch” when someone says something that hurts – provide the space to own your feelings and let others know when they’ve harmed you.



**WOAH**

Say “Whoa” when you’ve witnessed something that has caused harm or that reinforces some sort of structural oppression that you hope to interrupt.

Out of politeness, for the encouragement of your fellow classmates, and for your own edification, you are asked to serve as an attentive audience member. Therefore, you are asked not to read, sleep, eat, do homework, use technology, talk to your neighbor, etc. while others are speaking in front of the class. Cell phones must be silenced during all student speeches and exams. If you must leave or enter the classroom while someone is addressing the class, please do so as quietly and quickly as possible.

## Land Acknowledgement

Christianity teaches that God is a God of justice (Isaiah 61:8; Micah 6:8). Acknowledging the traditional lands of Indigenous peoples is an act of justice, recognizing the historical and ongoing injustices that Indigenous communities have faced due to colonization, displacement, and cultural erasure. By including a land acknowledgment, we can begin to address these wrongs by bringing awareness to the history of the land and its original inhabitants.

A land acknowledgment also serves as a reminder of the Christian duty to respect and care for the land, recognizing that Indigenous peoples have long been stewards of the land. This acknowledgment aligns with the Christian call to environmental stewardship and respect for the gifts of creation.

*We acknowledge that the land on which we gather, study, work, and pray is the traditional and unceded territory of the Ipai-Tipai Kumeyaay Nation (pronounced **Ee**-pye **Tee**-pye **Koo**-mee-eye), whose name can be translated as “the people who overlook the ocean from the cliffs.” The Ipai-Tipai Kumeyaay people*

*have lived on these lands for over 12,000 years, cultivating a deep connection with the land, waters, and all living things.*

*We honor and respect the enduring relationship that the Ipai-Tipai Kumeyaay people have with this region and recognize their ongoing contributions to the cultural and spiritual life of this land. As we engage in our work and learning, let us commit to the work of reconciliation, justice, and stewardship, acknowledging the history of this land and the people who have cared for it for generations.*

For more information about the history of the Ipai-Tipai Kumeyaay Nation, click this link.

## Diversity and Anti-Racism

As a Christian community shaped by grace, truth, and holiness as a way of life, Point Loma Nazarene University is committed to pursue and reflect the diversity and belonging of the kingdom of God portrayed in scripture. We believe that every human being is created in the image of God and that our diverse identities, experiences, and abilities enrich our learning community.

We recognize that embracing diversity and belonging requires work and intentional, collective growth. For such complex and difficult work, we expect differences in ideas and opinions, and we strive to be a place where respectful discourse occurs. Our focus is not on whether an idea or action can be categorized as politically conservative or liberal: our focus is on discerning how to be a community of faith, hope and love that bears witness to the way of Jesus. We wrestle with significant questions, challenging, testing, and evaluating them, as we build knowledge, and hopefully wisdom. We do not do this in isolation, but in community with God's transforming love at work within us. With this posture, we believe we can continue to see the image of God in each other and work together on both immediate solutions and long-term change.

We are thankful that God's gracious invitation, offered to all through Jesus' life, death, and resurrection, is not only about forgiveness but also continual transformation in the Holy Spirit. We trust that the Holy Spirit is at work among us and guiding us to embrace God's call toward justice, righteousness, and becoming a community of diversity and belonging.

Becoming a community of diversity and belonging requires, among other things, a commitment to anti-racism. Because racism is embedded in national and global history, policies, healthcare, education, cultures, as well as in our collective Christian story, we recognize that racism cannot be addressed by ignoring or denying its presence.

Simply claiming to be non-racist does not decrease unconscious biases and structural racism, and thus falls short of the work to which we are called. Rather, we need to consciously and actively practice anti-racism throughout all aspects of community life. As we pray for God's will to be done on earth as it is in heaven, we accept the call to learn about and address any form of racism and inequity in our

community. We confess that we have a lot of work to do together, and we need accountability to grow in this deeply Christian endeavor. We are committed to this growth both as an institution and as a community of Christ-followers.

This belief and commitment is in line with that of our founding denomination - the Church of the Nazarene. In the section of the Church Manual regarding discrimination, it states:

We seek to repent of every behavior in which we have been overtly or covertly complicit with the sin of racism, both past and present; and in confession and lament we seek forgiveness and reconciliation.

Further, we acknowledge that there is no reconciliation apart from human struggle to stand against and to overcome all personal, institutional and structural prejudice responsible for racial and ethnic humiliation and oppression. We call upon Nazarenes everywhere to identify and to seek to remove acts and structures of prejudice, to facilitate occasions for seeking forgiveness and reconciliation, and to take action toward empowering those who have been marginalized.

For more information and/or to file a bias incident report, call 618-849-2417 or visit www.pointloma.edu/diversity-equity-inclusion.

## 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. 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 or consult the list of campus pastors.

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the Nondiscrimination and Anti-harassment Policy.

## Pregnancy, Breastfeeding, and Parenting Policy

A student, no matter their marital status, who becomes pregnant will receive grace-filled care and support. Point Loma Nazarene University does not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy or childbirth-related conditions or recovery. Students are encouraged to work with their faculty members and the Title IX Office (Nicholson Commons 326-A or contact at 619-849-2313 or pointloma.edu/title-ix) to devise a plan for how to best address the conditions as pregnancy

progresses, anticipate the need for leaves, minimize the academic impact of their absence and stay on track as efficiently and comfortably as possible. The Title IX Coordinator will assist with plan development and implementation as needed. This plan may include accommodations and/or leave(s) of absence.

Breastfeeding students will be granted reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. Bathroom stalls do not satisfy this requirement. To access use of this space, please contact the Title IX Coordinator (Nicholson Commons 326-A or contact at 619-849-2313 or pointloma.edu/title-ix).

At least six weeks of "Parental Accommodation" is provided for students who become parents through birth, adoption, guardianship or fostering. This policy can also be applied to a student who has a child who is hospitalized. During this time the student is entitled to a reasonable extension of deadlines and academic expectations to accommodate the student's new parental responsibilities including assignments, exams, and other requirements, as determined in consultation with a student's professors. These accommodations may suspend requirements for class attendance, exams, other course-related requirements, lab work, or work toward a degree. The accommodation period preserves student status, funding, health insurance, and housing eligibility. In addition to the accommodation period, parenting students are permitted to take a leave of absence. This leave can be in the form of personal or medical leave for one semester, with a possibility of extension. For more information, contact the Title IX Coordinator (Nicholson Commons 326-A or contact at 619-849-2313 or pointloma.edu/title-ix).

## 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, by email or phone at 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 approved 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 approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for

equal access to this course. 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 eligibility 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.

## Counseling Center

The Counseling Center is committed to a culture of individualized and customized care and works to deliver mental health support as an affirming expression of our faith, empowering students through health education to cultivate a culture of holistic wellness, while working to enhance academic, personal, spiritual and professional success.

All services are designed to support students with developing and maintaining emotional well-being, achieving their educational and personal goals, and promoting a healthy and inclusive community through relationship building, education, crisis intervention, and support. When off-campus referrals are recommended or preferred by students, we will help identify several referral options and provide information on how to access health insurance benefits and transportation options. Local counseling options include providers within walking distance to campus, telehealth options, counseling services at the Mission Valley campus, and some that provide low or sliding scale fee services.

Common concerns that may come up or need to be addressed in Counseling Center services may include:

- Mild to moderate anxiety and depression
- Adjustment and developmental
- Interpersonal (friends, family, roommates, romantic partnerships)
- Self-esteem
- Transition to and out of college
- Identity (developmental, sexual, racial/ethnic, religious, gender, etc.)
- Academic performance and motivation
- Sexual Assault or other Title IX related issues
- Issues common to student athletes and nursing majors (performance expectations, perfectionism, life balance etc.)
- Demographics

For more information and/or to complete a Counseling Session Request form, visit the Counseling Center in Taylor Hall or at pointloma.edu/offices/counseling-center. You can contact the Counseling Center by calling 619-849-3020 or sending an email to counselingservices@pointloma.edu.

If you or someone you know is in crisis, please use one of the resources below:

- Call the San Diego Access & Crisis Line at 888-724-7240 for free, confidential support and connections to services. Live chat is also available at omnidigital.uhc.com/SDChat and at up2sd.org.
- Text the word "courage" to 741741 to access the Crisis Chat Line or visit crisistextline.org.
- Text or call the National Suicide Prevention Lifeline at 988.

## Wellness Center

PLNU's Wellness Center collaborates with a wide array of interdisciplinary physical, emotional, and preventative health services to provide high-quality, student-focused care. The Wellness Center work to deliver healthcare as an affirming expression of our faith, empowering students through health education to cultivate a culture of holistic wellness and to enhance academic, personal, spiritual and professional success. The PLNU Wellness Center provides confidential medical care, counseling services, and nutritional consultation for all students. Charges for some medications and diagnostic tests may require a fee.

For more information and/or to make an appointment, visit the Wellness Center in Nicholson Commons or at pointloma.edu/offices/wellness-center. You can contact the Wellness Center by calling 619-849-2574 or sending an email to sdwellnesscenter@pointloma.edu.

## Food Assistance

PLNU is excited to announce the return of the Loma Shares Food Pantry!

This is a resource dedicated to supporting student success and well-being. We recognize that food insecurity affects many college students and we are committed to ensuring that no student has to face hunger while pursuing their education. The food pantry is open every Tuesday from 1pm-4pm. It is located at Taylor Hall 311 near the Student Care Office and Counseling Center.

If you are interested in receiving food from the pantry, please fill out the following form: Loma Shares Food Pantry Intake Form and then come by the pantry on a Tuesday between the hours of 1-4pm. Food will be distributed on a first-come first-serve basis; they will be giving out supplies until they run out.

If you have any questions, email the food pantry at lomashares@pointloma.edu or call 619-849-2716. You can also find more information on available resources, the Swipe Out Hunger Program, and the link to the food pantry form on our Student Care Page on myPLNU.

In addition, if you find yourself struggling to secure a consistent food supply, please utilize these local resources:

Rock Church's Provisions Outreach Ministry Point Loma distributes food collected from Feeding San Diego and local donors. This Outreach welcomes anyone in need to partake in the distribution every 1st Thursday of the month at 10:00 am at Liberty Station while supplies last. Distribution takes place in Lot P (Vons parking lot), located at 2495 Truxtun Road, San Diego, CA 92106.

For more information, visit sdrock.com/ministries/provisions/pointloma.

Loaves and Fishes Food Pantry distributes food every Monday, including all holidays, from 9:30 am – 12:00 pm at Water's Edge Community Center located at 1984 Sunset Cliffs Blvd., San Diego, CA 92107.

For more information, visit sdloavesfishes.org.

## Housing Assistance

The San Diego Housing Commission (SDHC) has earned a national reputation as a model public housing agency, creating innovative programs that provide housing opportunities for individuals and families with low income or experiencing homelessness in the City of San Diego.

For more information, call (619) 231-9400 or visit sdhc.org.

## 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. The Office of Student Life and Formation provides ministry opportunities both on and off campus, and a place where students can ask questions, share life, and live missionally. Whether you prefer small group settings, service projects, missions, or music — they've got you covered.

If you have questions, a desire to meet with the chaplain, or prayer requests, you can visit the Office of Student Life and Formation in Nicholson Commons, call them at 619-849-2259, or email their office manager at acorbin@pointloma.edu.

## Information Technology Services Help Center

The ITS Help Center provides support for connecting to PLNU-WIFI, Canvas, Gmail, student portal, and other PLNU systems. Advanced printing and editing equipment assistance is available to all PLNU students from one central location. You can contact the ITS Help Center at help@pointloma.edu or (619) 849-2222. Review their knowledge base articles, requests for service, and general hours of operation.

## Ryan Library

Use your PLNU ID card to access library services including checking out books, checking out a key to group study rooms, accessing online databases remotely, and requesting interlibrary loans.

Need help researching? The librarians at PLNU are here to help. During selected hours during the week, the librarians are available via online chat or in person at the library help desk to help you find research.

For more information, and to access scholarly research articles in databases, visit libguides.pointloma.edu/ryanlibrary.

## Safety and Emergency Preparedness

The Department of Public Safety (DPS) provides the highest quality of public safety and supports PLNU's Mission by fostering a safe learning, working, and living environment. It operates 24 hours a day. It is made up of a Director, an Assistant Director, Supervisors, Public Safety Officers, Community Service Officers (CSOs), and Dispatchers.

For more information, visit pointloma.edu/offices/public-safety.

PLNU uses a system called Rave Alert to send SMS messages and emails to students, employees, and others during campus emergencies. Students and employees should visit Workday to verify or update existing contact information.

In the event of an on-campus medical emergency or fire, call 911. If 911 has already been contacted, call Public Safety at (619) 849-2525 and alert them so they may coordinate and assist with the arrival of emergency vehicles.

To learn what to do during an emergency, visit pointloma.edu/offices/public-safety/emergency-preparedness and watch the "Run. Hide. Fight." video.

## 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 matters of identity and difference and sexual harassment. 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 human 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. 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 human communication, and I will support you throughout your learning in this course.

## General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

## 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.

*My mission in this course is to help you understand the foundational processes of human communication across a variety of contexts. You will study how communication works within yourself, in one-on-one relationships, in groups, and in public settings, with particular emphasis on preparing and delivering effective speeches. You will learn how to identify the essential components of strong communication—both theoretical and practical—and practice applying them in real situations, from small group interactions to formal presentations. You will also have the opportunity to develop confidence as a communicator by constructing and delivering both informational and persuasive speeches. As our time together progresses, you will grow not only in your ability to communicate effectively but also in your awareness of how communication can serve to encourage, equip, and build up others, reflecting the spiritual importance of stewarding our words well.*

## General Education Learning Outcomes

This course will meet the following PLNU Foundational Explorations Learning Outcomes:

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

GELO 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.

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

GELO 2a. Students will develop an understanding of self that fosters personal well-being.

Assessment Assignment: Informative Speech

## 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.

## Required Texts and Recommended Study Resources

Students will automatically have access to the required course textbook prior to the first day of class via the SAGE Vantage program embedded in the course Canvas shell.

Edwards, A., Edwards, C., Wahl, S. T., & Scott, A. (2023). *The communication age: Connecting and engaging* (4th ed.). Sage.

All required reading is to be accessed using LomaBooks on Canvas. Students will be quizzed on assigned readings.

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.

You are expected to read the designated chapters in the text before coming to class on the day the readings are due. Coming to class is not a substitute for reading the text, nor is reading the text a substitute for attending class. Class time will be used to build on your reading, not to review it, as not all the material from the readings will be covered in class. Come to each class prepared to ask questions you have about the reading, to explore confusing aspects of the material, and to provide examples and illustrations of the theories and concepts covered in the text.

## LomaBooks Instructions for Students

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

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 LomaBooks materials.

## Contacting Me

I check my email frequently and try my best to respond to emails within 24 hours during the workweek (Monday-Friday). If you have not received a response from me within 48 hours, then please send me a follow up email. On the weekends my response time is typically slower, so please take that into consideration.

## Assignments and Grading

You will find your assignments for the semester below. All assignments have grading rubrics that you are welcome to view at any time. Your final grade will be calculated by dividing the number of points you earn by the total number of points possible. Here are the categories of assessment:

| Category | Points | % of Total |
|---|---|---|
| Speeches & Speech Outlines: Introductory Speech, Informative Speech Outlines (Full-Sentence & Keyword), Informative Speech*, Persuasive Speech Outlines (Full-Sentence & Keyword), Persuasive Speech*, Commemorative Speech, & Commemorative Speech Outlines (Full-Sentence and Keyword) | 285 | 32.20% |
| Speech Evaluation Papers: Self-Evaluation Paper, Peer Evaluation Paper, & Speech Analysis Paper | 130 | 14.69% |
| SAGE Vantage Chapter Quizzes & Commemorative Speaking Quiz (13 quizzes x 10 points per quiz; multiple choice) | 130 | 14.69% |
| "Muddiest Point" Discussion Posts (14 posts x 3 points per post) | 42 | 4.75% |
| Exams (2 exams x 100 points per exam; multiple choice) | 200 | 22.60% |
| Participation (14 weeks x 7 points possible per week) | 98 | 11.07% |
| **Grand Total**** | 885 | **100%** |

*The course requires 2 major speeches this semester (informative and persuasive); in order to pass the class, you must deliver both speeches. ***Students who do not deliver both speeches will receive an "F" grade for the course.***

**This number does not include Extra Credit: Narrative Pedagogy Appointment, Perception, Self, & Communication Assignment, and LOMA Talks Attendance **(15 points; 1.58%)**

Grades will be based on the following:

Grade Scale Based on Percentages

| | | | | |
|---|---|---|---|---|
| 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 | |

You are welcome to meet with me face-to-face at any time during the semester to discuss your grades and standing in the course. However, you must wait at least 24 hours before contacting me about a grade on a particular assignment, quiz, or exam. For the sake of your privacy, I will not discuss grades over the phone or via email or Canvas. All grades become final 7 days after being posted on Canvas.

The following criteria describe the expectations associated with each grade:

**A**: The work **exceeds** the minimum requirements in many significant ways. An **A** is reserved for *excellent* and *superior* performances.
**B**: The work exceeds the minimum requirements in some way and is above and beyond the stated basic requirements of the assignment.
**C**: The work meets the minimum requirements for acceptable completion of the assignment. A **C** is *not* punishment; it is an indication that you have performed at an acceptable level.
**D**: The work falls short of minimum requirements in some ways.
**F**: The work fails to meet requirements in many ways.

## 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 withdrawal date or, after that date, receive an "F" grade.*

Your success in this class depends on your participation and engagement with course material as well as with your classmates and me. I highly encourage you to attend every class meeting, but I also understand that this is not always possible. Please contact me if you miss a class meeting.

No make-ups are allowed for speeches, quizzes, exams, or other assignments missed without a religious holiday, school-excused absence, serious illness/injury, death in the family, or other serious emergency. I must be informed of upcoming religious holidays or school-sponsored activities via Canvas message or email *at least one week* in advance. Make-up exams are different from original exams. There is no make-up allowed for the final exam. Speeches, quizzes, exams, and other assignments must be made up within one week of the date on which they are originally due. All due dates are clearly marked on the course schedule (see below) and on Canvas.

## 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. They 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.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, visit the Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library in Room 221.

- Appointment Calendar
- Website
- Email

## Tutorial Services

PLNU's Tutorial Center provides academic enrichment resources to help traditional undergraduate students manage the demands of multiple course requirements. Their services include:

- **Peer Tutoring:** Peer Tutoring sessions with faculty-recommended PLNU tutors include Individual (1:1 session) and Small Group.
- **Review Sessions:** Review Sessions held by selected departments.
- **Academic Coaching:** Academic Coaching is available to help students increase study skills, learn time management tools, and much more.
- **Online Tutoring:** Tutor Match (PLNU student tutors after-hours) and online Live Help.

For more information, or to make an appointment, visit them on the first floor of Ryan library or at pointloma.edu/offices/tutorial-services. Their hours are Monday – Thursday 11:00 am – 6:00 pm, Friday 11:00 am – 4:00 pm. You can contact them at tutorialservices@pointloma.edu or (619) 849-2593.

## Incompletes and Late Assignments

All assignments are to be submitted on Canvas by the beginning of the class session when they are due. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. Written assignments, except for discussion board posts and extra credit assignments, may be submitted up to five days (24 hour periods) after their due date/time. A deduction of 10% of the possible number of points earned for the assignment will be applied immediately upon late submission of a written assignment and an additional 10% deduction will be applied for every additional 24 hours that the assignment is not submitted. If an assignment has not been submitted after five days, the student will earn a 0 on that assignment.

However, an extension may be granted due to extenuating circumstances. Please contact me if you experience a significant hardship that prevents you from completing an assignment so that we can come to a reasonable agreement. *Note: If you have had more than 5 days to complete an assignment, a minor,*

*short-term hardship (such as a common illness, transportation issues, family obligations, or having to work or attend extracurricular activities) will not be considered sufficient grounds for an extension.*

## 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.

## 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.

## PLNU Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use this Purdue resource to guide your citations when using AI.

## 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.

## 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.

## Department of Communication Studies

Communication encompasses nearly every aspect of human existence. It is the key to success in our careers, community, and, most importantly, our relationships with loved ones and with God. Simply put, communication is foundational in our lives. The Department of Communication Studies equips you with the knowledge, skills, and experience necessary to become an effective communicator in today's constantly evolving media landscape. By pursuing one of the several majors or minors we offer, you will work alongside creative students and inspirational faculty members to refine your ability to communicate thoughts, words, and ideas across traditional and modern mediums. Additionally, our faculty can provide you with top-notch practical applications and real-world experiences that align with your coursework by encouraging and supporting your involvement in a variety of hands-on learning opportunities, such as our national championship speech and debate team, internships, theatre, radio, television, and film production.

Your ability to communicate successfully will be critical in any career you pursue after graduation. Studies and reports from the National Association of Colleges and Employers, *Wall Street Journal*, *Forbes*, *CareerBuilder*, *USA Today*, and many others confirm that communication-based skills are among the most important skills employers look for when evaluating candidates. In addition to helping you cultivate your communication skills, our dedicated faculty will be with you every step of the way as you discover who you are called to be and guide you as you develop the characteristics necessary to be effective not only at work, but in your personal relationships and communities.

An education in communication studies cultivates deep critical-thinking, leadership, and interpersonal skills that will prepare you for an abundance of meaningful career opportunities. Programs in media, organizational communication, cinema studies, public relations, and more provide the opportunity to pursue your passions and interests.

For more information, visit the department in Cabrillo Hall or at pointloma.edu/schools-departments-colleges/department-communication-studies.

COM 1000-5 Course Schedule*

| Week | Day | Date | Topic | Reading/Assignments |
|---|---|---|---|---|
| 1 | T | 9/1 | Introductions; Overview of Course (Why Study Communication?) | **Visit:** Course Canvas Shell<br><br>**Create:** SAGE Vantage Account<br><br>**Read:** Course Syllabus; Chapter 1: Communication in the 21st Century<br><br>**Post:** Chapter 1's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on W, 9/2)<br><br>**Post:** Course Syllabus's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on Sun, 9/6)<br><br>**Record & Upload:** Introductory Speech Video (due on Canvas by 11:59 pm on F, 9/11) |
| | R | 9/3 | Communication in the 21st Century (Review, Discussion, & Activity) | **Post:** Course Syllabus's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on Sun, 9/6)<br><br>**Read:** Chapter 3: Verbal Communication<br><br>**Post:** Chapter 3's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 9/7)<br><br>**Record & Upload:** Introductory Speech Video (due on Canvas by 11:59 pm on F, 9/11) |

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| 2 | T | 9/8 | Verbal Communication (Review, Discussion, & Activity) | **Read:** Chapter 4: Nonverbal Communication<br><br>**Post:** Chapter 4's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on W, 9/9)<br><br>**Record & Upload:** Introductory Speech Video (due on Canvas by 11:59 pm on F, 9/11) |
| | R | 9/10 | Nonverbal Communication (Review, Discussion, & Activity) | **Record & Upload:** Introductory Speech Video (due on Canvas by 11:59 pm on F, 9/11)<br><br>**Read:** Chapter 14: Informative Presentations<br><br>**Post:** Chapter 14's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 9/14) |
| 3 | T | 9/15 | Informative Speeches & Techniques of Informing (Review, Discussion, & Activity) | **Read:** Chapter 11: Selecting and Researching Your Topic and Knowing Your Audience<br><br>**Post:** Chapter 11's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on R, 9/16)<br><br>**Research:** Topic of Informative Speech<br><br>**Send:** Informative Speech topic, main points, & organizational pattern (due on Canvas by 11:59 pm on T, 9/22) |
| | R | 9/17 | Selecting and Researching Speech Topics & Audience Analysis (Review, | **Read:** Chapter 12: Organizing Your Presentation<br><br>**Post:** Chapter 12's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 9/21) |

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| | | | Discussion, & Activity) | **Research:** Topic of Informative Speech<br><br>**Send:** Informative Speech topic, main points, & organizational pattern (due on Canvas by 11:59 pm on T, 9/22) |
| 4 | T | 9/22 | Organizing an Informative Speech & Writing a Full-Sentence Speech Outline (Review, Discussion, & Activity) | **Send:** Informative Speech topic, main points, & organizational pattern (due on Canvas by 11:59 pm on T, 9/22)<br><br>**Read:** Chapter 13: Delivering Your Presentations<br><br>**Post:** Chapter 13's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on W, 9/23)<br><br>**Write:** Informative Speech Full-Sentence Outline (due on Canvas by 11:59 pm on M, 9/28) |
| | R | 9/24 | Speech Delivery, Communication Apprehension, & Public Speaking Anxiety (Review, Discussion, & Activity) | **Write:** Informative Speech Full-Sentence Outline (due on Canvas by 11:59 pm on M, 9/28) |
| 5 | T | 9/29 | Writing a Keyword Speech Outline (Review, Discussion, & Activity) | **Write:** Informative Speech Full-Sentence Outline (due on Canvas by 11:59 pm on M, 9/28)<br><br>**Write:** Informative Speech Keyword Outline (due on Canvas by 11:59 pm on M, 10/5) |

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| | | | | **Practice:** Informative Speech Delivery |
| | R | 10/1 | Informative Speech Delivery Rehearsals w/Peer Reviews & Student Conferences w/ Dr. Worman | **Write:** Informative Speech Keyword Outline (due on Canvas by 11:59 pm m on M, 10/5)<br><br>**Practice:** Informative Speech Delivery |
| 6 | T | 10/6 | **Informative Speech Deliveries** | **Write:** Informative Speech Self-Evaluation Paper (due on Canvas by 11:59 pm on F, 10/23) |
| | R | 10/8 | **Informative Speech Deliveries** | **Complete:** Honorlock Practice Quiz<br><br>**Study:** Chapters 1, 3-4, 11-14 (See Midterm Exam Study Guide on Canvas)<br><br>**Write:** Informative Speech Self-Evaluation Paper (due on Canvas by 11:59 pm on F, 10/23) |
| 7 | T | 10/13 | Logistics & Review for Midterm Exam | **Complete:** Honorlock Practice Quiz<br><br>**Study:** Chapters 1, 3-4, 11-14 (See Midterm Exam Study Guide on Canvas)<br><br>**Write:** Informative Speech Self-Evaluation Paper (due on Canvas by 11:59 pm on F, 10/23) |
| | R | 10/15 | **Midterm Exam** (Bring a laptop to take the exam on Canvas via Honorlock during class.) | **Read:** Chapter 15: Persuasive Presentations<br><br>**Post:** Chapter 15's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 10/19) |

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| | | | | **Write:** Informative Speech Self-Evaluation Paper (due on Canvas by 11:59 pm on F, 10/23) |
| 8 | T | 10/20 | Persuasive Speeches (Review, Discussion, & Activity) | **Write:** Informative Speech Self-Evaluation Paper (due on Canvas by 11:59 pm on F, 10/23)<br><br>**Send:** Persuasive Speech argument, main points, & organizational pattern (due by 11:59 pm on T, 10/27)<br><br>**Write:** Persuasive Speech Full-Sentence Outline (due on Canvas by 11:59 pm on T, 11/3) |
| | R | 10/22 (FALL BREAK) | **NO CLASS MEETING** | **Write:** Informative Speech Self-Evaluation Paper (due on Canvas by 11:59 pm on F, 10/23)<br><br>**Read:** Chapter 5: Listening<br><br>**Complete:** Chapter 5 Quiz (due on SAGE Vantage by 11:59 pm on M, 10/26)<br><br>**Post:** Chapter 5's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 10/26)<br><br>**Send:** Persuasive Speech argument, main points, & organizational pattern (due by 11:59 pm on T, 10/27)<br><br>**Write:** Persuasive Speech Full-Sentence Outline (due on Canvas by 11:59 pm on T, 11/3) |
| 9 | T | 10/27 | Listening (Review, Discussion, & Activity) | **Send:** Persuasive Speech argument, main points, & organizational pattern (due by 11:59 pm on T, 10/27) |

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| | | | | **Write:** Persuasive Speech Full-Sentence Outline (due on Canvas by 11:59 pm on T, 11/3) |
| | R | 10/29 | Persuasive Speech Workshop | **Read:** Chapter 2: Perception, Self, and Communication<br><br>**Post:** Chapter 2's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 11/2)<br><br>**Write:** Persuasive Speech Full-Sentence Outline (due on Canvas by 11:59 pm on T, 11/3) |
| 10 | T | 11/3 | Perception, Self, & Communication (Review, Discussion, & Activity) | **Write:** Persuasive Speech Full-Sentence Outline (due on Canvas by 11:59 pm on T, 11/3)<br><br>**Write:** Persuasive Speech Keyword Outline (due on Canvas by 11:59 pm on M, 11/9)<br><br>**Practice:** Persuasive Speech Delivery |
| | R | 11/5 | Informative Speech Delivery Rehearsals w/Peer Reviews & Student Conferences w/ Dr. Worman | **Write:** Persuasive Speech Keyword Outline (due on Canvas by 11:59 pm on M, 11/9)<br><br>**Practice:** Persuasive Speech Delivery |
| 11 | T | 11/10 | **Persuasive Speech Deliveries** | **Write:** Persuasive Speech Classmate Evaluation (due on Canvas by 11:59 pm on T, 11/24) |

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| | R | 11/12 | **Persuasive Speech Deliveries** | **Read:** Commemorative Speaking PowerPoint (on Canvas)<br><br>**Complete:** Commemorative Speaking Quiz (due on Canvas by 11:59 pm on M, 11/16)<br><br>**Post:** Commemorative Speaking's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 11/16)<br><br>**Write:** Persuasive Speech Classmate Evaluation (due on Canvas by 11:59 pm on T, 11/24) |
| 12 | T | 11/17 | **Persuasive Speech Deliveries**<br><br>Commemorative Speaking (Review, Discussion, & Activity) | **Send:** Commemorative Speech type, topic, & main points (due on Canvas by 11:59 pm on F, 11/20)<br><br>**Read:** Chapter 7: Interpersonal Communication<br><br>**Complete:** Chapter 7 Quiz (due on SAGE Vantage by 11:59 pm on M, 11/23)<br><br>**Post:** Chapter 7's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 11/23)<br><br>**Write:** Persuasive Speech Classmate Evaluation (due on Canvas by 11:59 pm on T, 11/24)<br><br>**Write:** Commemorative Speech Full-Sentence Outline (due on Canvas by 11:59 pm on Sun, 11/29)<br><br>**Write:** Commemorative Speech Keyword Outline (due on Canvas by 11:59 pm on W, 12/2)<br><br>**Write:** Speech Analysis Paper (due on Canvas by 9:30 am on R, 12/10) |

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| | R | 11/19 | **NO CLASS MEETING** – Instructor at NCA Conference in New Orleans | **Send:** Commemorative Speech type, topic, & main points (due on Canvas by 11:59 pm on F, 11/20)<br><br>**Read:** Chapter 7: Interpersonal Communication<br><br>**Complete:** Chapter 7 Quiz (due on SAGE Vantage by 11:59 pm on M, 11/23)<br><br>**Post:** Chapter 7's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 11/23)<br><br>**Write:** Persuasive Speech Classmate Evaluation (due on Canvas by 11:59 pm on T, 11/24)<br><br>**Write:** Commemorative Speech Full-Sentence Outline (due on Canvas by 11:59 pm on Sun, 11/29)<br><br>**Write:** Commemorative Speech Keyword Outline (due on Canvas by 11:59 pm on W, 12/2)<br><br>**Write:** Speech Analysis Paper (due on Canvas by 9:30 am on R, 12/10) |
| 13 | T | 11/24 | Interpersonal Communication (Review, Discussion, & Activity) | **Write:** Persuasive Speech Classmate Evaluation (due on Canvas by 11:59 pm on T, 11/24)<br><br>**Write:** Commemorative Speech Full-Sentence Outline (due on Canvas by 11:59 pm on Sun, 11/29)<br><br>**Read:** Chapter 8: Small Group and Team Communication |

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| | | | | **Post:** Chapter 8's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 11/30)<br><br>**Write:** Commemorative Speech Keyword Outline (due on Canvas by 11:59 pm on W, 12/2)<br><br>**Write:** Speech Analysis Paper (due on Canvas by 9:30 am on R, 12/10) |
| | R | 11/26 (THANKSGIVING) | **NO CLASS MEETING** | **Write:** Commemorative Speech Full-Sentence Outline (due on Canvas by 11:59 pm on Sun, 11/29)<br><br>**Read:** Chapter 8: Small Group and Team Communication<br><br>**Post:** Chapter 8's "Muddiest Points" Discussion Board Post (due on Canvas by 11:59 pm on M, 11/30)<br><br>**Write:** Commemorative Speech Keyword Outline (due on Canvas by 11:59 pm on W, 12/2)<br><br>**Write:** Speech Analysis Paper (due on Canvas by 9:30 am on R, 12/10) |
| 14 | T | 12/1 | Small Group Communication (Review, Discussion, & Activity) | **Write:** Commemorative Speech Keyword Outline (due on Canvas by 11:59 pm on W, 12/2)<br><br>**Write:** Speech Analysis Paper (due on Canvas by 9:30 am on R, 12/10) |

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| | R | 12/3 | **Commemorative Speech Deliveries** | **Write:** Speech Analysis Paper (due on Canvas by 9:30 am on R, 12/10) |
| 15 | T | 12/8 | **Commemorative Speech Deliveries** | **Complete:** Honorlock Practice Quiz<br><br>**Study:** Chapters 2, 5, 7-8, 15 & Commemorative Speaking PowerPoint (See Final Exam Study Guide on Canvas)<br><br>**Write:** Speech Analysis Paper (due on Canvas by 9:30 am on R, 12/10) |
| | R | 12/10 | Logistics & Review for Final Exam | **Complete:** Honorlock Practice Quiz<br><br>**Study:** Chapters 2, 5, 7-8, 15 & Commemorative Speaking PowerPoint (See Final Exam Study Guide on Canvas) |
| Finals Week | R | 12/17 (10:30 pm – 1:00 pm) | **Final Exam** (Bring a laptop to take the exam on Canvas via Honorlock during class.) | |

*The schedule is subject to change at my discretion. It is the responsibility of the student to check on announcements made/material covered during any absence.

**Other Important Dates:**

- **9/4 –** Last day to add/drop Quad I classes
- **9/11 –** Last day to add/drop semester classes, to opt out of LomaBooks program**,** to change meal plan, to purchase tuition refund insurance, and of the 100% Refund period; late fee applied to past due accounts
- **9/15 –** Financial holds placed
- **9/18 –** Department/school chapel**;** last day of the 75% refund period
- **9/25 –** Last day of the 50% refund period
- **10/2 –** Last day to withdraw from Quad I classes and to apply for winter commencement

- **10/9-10 –** Family weekend
- **10/12 –** Advising Chapel
- **10/19 –** Advising for next semester begins
- **10/23 –** Last day to add/drop Quad II classes**; l**ast day of the 25% refund period
- **11/2-6 –** Spiritual Renewal Week
- **11/2 –** Registration for next semester opens
- **11/6 –** Last day to withdraw from semester classes
- **11/20 –** Last day to withdraw from Quad II classes
- **12/19 –** Commencement; residence halls close at 12:00 pm

Campus Map (Salomon Theatre circled in **red**)




## WELCOME TO POINT LOMA NAZARENE UNIVERSITY

0 500 1000 feet

Campus Speed Limit—15mph

### ACADEMIC & ADMINISTRATIVE FACILITIES

**57** Bond Academic Center
**5** Bresee Alumni House
**31A** Cabrillo Annex
**31** Cabrillo Hall
**53 & 54** Campus Facilities
**36** Colt Hall
**35** Culbertson Hall
**4** Draper Hall
*Admissions Office*
**33** Evans Hall
**39** Fermanian Business Center
**37** Fermanian School of Business
**71** Kinesiology and Health Sciences
**60** Latter Hall
**30** Lotus House
*Conference Services*
**2** Mieras Hall
**25** Nicholson Commons
*Bookstore*
*Bobby B's Coffee Company*
*Dining Hall*
*Point Break Restaurant*
**62** Public Safety
**3** Records
**38** Rohr Hall
**59** Rohr Science
**24** Ryan Learning Center
**23** Ryan Library
**61** Sator Hall
**22** Smee Hall
**27** Starkey A
*Print & Mail Services*
**28** Starkey B
**29** Starkey C
*Early Childhood Learning Center*
**34** Taylor Hall
**7** University Advancement
**1** Welcome Center

### AMPHITHEATRE, BUS ZONE, DECKS & PARKS

**6** Alumni Lawn
**21A** Bus Loading Zone
**32** Greek Amphitheatre
**40** McCullough Park
**58** Sunset Deck

### ART & PERFORMANCE

**26** Cooper Music Center
*Crill Performance Hall*
**55** Keller Visual Arts Center
**56** Salomon Theatre

### ATHLETICS

**72** Sports Medicine Clinic
**73** Carroll B. Land Baseball Field
**70** Golden Gym
**74** Golf Lawn
**75** Lawrence Ryan Fitness Pavilion
**77** Tennis Courts
**76** Track & Field / Soccer Field

### CHAPELS & CHURCHES

**20** Brown Chapel
**21** First Church of the Nazarene
**63** Prescott Prayer Chapel

### RESIDENCE HALLS

**8** Finch Hall
**41-49** Flex Apartments
**11** Goodwin Hall
**51** Hendricks Hall*
**50** Klassen Hall*
**12-16** Nease Hall*
**9** Wiley Hall
**52** Young Hall

**Freshman Residence Halls*