



Spring 2016 / Com 100: Principles of Human Communication (GE) / Section 5 / 3 credit hours /  
Tuesdays and Thursdays / 11 AM-12:15 PM / Main Campus: Cabrillo 102 / Instructor: Josh Cangelosi /  
Office hours by 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Instructor Pedagogy**

In the spirit of the *studia humanitatis*, Josh values education's guidance of intellect toward wisdom, will toward virtue, speech and writing toward eloquence, and spirit toward God.

**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**

At the end of the course, you should be able to do the following:

1. Describe and discuss the process of human communication.
2. Identify and explain the basic components of an effective speech.
3. Interact competently in dyadic and small group experience.
4. Construct and deliver informational and persuasive speeches.

**Course Text**

Berko, R., Wolvin, A., Wolvin, D., & Aitken, E. (2013). *Communicating: A social, career and cultural focus*. (12<sup>th</sup> Ed.). Boston: Pearson. ISBN # 978-0-205-02941-9

**Methods of Course Evaluation**

*The motto for this course is "Speak out, and find your voice!"*

- **Participation—10%**  
Your in-class participation is vital to your success in this course. Participation includes your attitude and behavior, contributions to classroom discussions and activities, completion of homework assignments, excitement for the material, and respect for your teacher and peers. So bring a positive, engaged attitude to class, and seize this opportunity to develop your voice, confidence, and ideas!
- **Quizzes—10%**  
Expect quizzes at the start of each class on assigned readings (see course schedule below).

- **Four Speak Out Speeches (Interviews, Impromptu Speeches, Apologetics Speeches, and an Original Speak Out Speech)—30%**

Perform 4 scheduled Speak Out speeches (see course schedule below). Interviews, impromptu speeches, and apologetics speeches are mandatory. You choose the topic of your original Speak Out. You can 1) make a YouTube video and share it with the class, 2) give a sermon or your testimony, 3) perform a concert/poetry reading, 4) perform a comedy sketch, 5) give an inspirational speech, or 6) suggest another idea (just get your idea approved in advance).

Interviews are approximately five minutes; résumés will be submitted prior to the interview and may be used during the interview. Impromptu speeches are five minutes, and the use of a notecard is permitted. Apologetics speeches and original Speak Out speeches are 7-8 minutes and should be presented from memory or an outline. Visual Aids, such as Power Point presentations, will not be used in interviews or impromptu speeches but are optional in apologetics presentations and original Speak Outs. Dress is business professional for all speeches. All Speak Outs are graded pass/fail based on whether they meet time requirements, demonstrate adequate preparation, and achieve the assigned task.

- **Group Informative Speech—10%**

Your group (TBA) must complete a well-researched informative speech (approximately 10-12 minutes in length), to be delivered by each group member from memory or an outline. You will submit topic proposals and outlines with an APA reference sheet of at least 10 scholarly sources. A PowerPoint visual aid formatted in APA style is required. Group informative speeches are assigned letter grades based on the speech rubric (see ‘Files’ on Canvas).

- **Persuasive Speech—25%**

You must complete a well-researched persuasive/after dinner speech (between 8-10 minutes in length), to be delivered from an outline. You will submit written work at each stage of the research process (see ‘Research Steps’ below). Dress is business professional. Visual aids are not allowed. Persuasive speeches are assigned letter grades based on the speech rubric (see ‘Files’ on Canvas).

- **Research Steps for Informative and Persuasive Speeches—5%**

During the research process for your informative and persuasive speeches, you must complete a speech proposal, APA works cited page, and APA outline (as scheduled in the course schedule below). Submissions of research materials are graded pass/fail based on whether they demonstrate adequate formatting and content. Speech outlines must use APA formatting for source citations and bibliographies (see APA style guide on Canvas ‘Files’).

- **Final Exam—10%**

The final exam is comprehensive and will cover the chapter readings and lectures. No accommodations for early examinations or alternative days are allowed per university policy.

**Grading Scale**

4.0	A	(100-93%)	2.0	C	(73-76%)
3.7	A-	(90-92%)	1.7	C-	(70-72%)
3.3	B+	(87-89%)	1.3	D+	(67-69%)
3.0	B	(83-86%)	1.0	D	(63-66%)
2.7	B-	(80-82%)	0.7	D-	(60-62%)
2.3	C+	(77-79%)	0.0	F	(59-0 %)

**Classroom Policies**

- **Behavioral Guidelines**

Failure to comply with the following behavioral guidelines will result in the reduction of the student's participation grade:

1. Use electrical devices only as classroom tools at appropriate times.
2. Refrain from side conversations while your peers or professor is speaking.
3. Remain sociable, attentive, and respectful to your peers and professor at all times.
4. Bring your books, and actively participate in class discussions and activities.
5. Do your best to use the restroom before class.

- **Attendance**

Regular and punctual attendance at all classes is essential to optimal academic achievement. You are allowed 3 unexcused absences without penalty. Each additional absence will result in the reduction of your final grade by 1/3 letter. If you are not present at the start of class, you will be considered tardy. Two tardies (arriving late or leaving early) will be equivalent to an absence. Excused absences (university-sponsored sports, forensics, or other activities) need to be brought to my attention via email before the day(s) you will be absent. If you are absent from more than 10 percent of class meetings, I can file a written report, which may result in de-enrollment. If the absences exceed 20 percent, you may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for your work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

- **Late Work**

Missed quizzes and in-class activities cannot be made up by students. Missing class on an assigned speech day without valid notice will result in a zero for that assignment. Homework and other assignments will be accepted late for a reduced grade only if the student gets permission for late submissions *before* the assignment is due. Homework and other assignments will not be accepted for any credit if turned in late without prior permission for a late extension. So ask for an extension before the assignment is due!

- **Extra Credit**

I enjoy giving students the opportunity to benefit from extra credit, and taking advantage of extra credit can work miracles for any grade. At the end of the semester, extra-credit points are applied to your final grade. While the exact value of extra credit is determined at that time by the amount of extra credit submitted in the class, typically about twenty points of extra credit raise final letter grades by 1/3 of a letter. Forty points is the maximum amount of extra credit you can earn. The deadline for extra credit (to be announced) will come before the close of the semester, so don't wait until the last minute to complete extra credit. Three marks for bad behavior will result in the loss of all extra-credit opportunities, including points for extra credit already earned.

- At the start of class, lead everyone in a short devotional, prayer, or worship song.
- Show and Tell: share one of your talents with the class—a song, poem, painting, etc. Please set up prior to class.
- Submit a journal response that reflects upon your class speech or another student's speech.
- Attend the Communication Lab for one of your speeches.
- Perform a five-minute impromptu speech after class. Double the extra credit if you perform the speech for the class.
- Share a short inspirational/apologetics video with the class.
- Write a one-page journal response about something related to the class (about movies, articles, personal experiences, etc.).
- Maintain perfect attendance for ten extra-credit points.

- Compete in collegiate debate tournaments, or judge high school debate tournaments.
- Feel free to suggest another appropriate way of earning extra credit.
  
- **Questions**

Every question is important. So please do not hesitate to ask questions in or out of class. There is no stupid question! So if you don't understand the class material or assignments, ask in class! However, if you have questions or concerns about classroom policies, your grades, personal matters, etc., please do not use class time to bring up those important issues. I am available before/after class, by appointment, by e-mail, or by phone to answer all your questions or tutor you on any relevant subject for which you need extra assistance. I am here to help you, and I really enjoy helping students individually! So, please, don't hesitate to ask me for help!
  
- **Academic Honesty**

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. Remember, You are responsible for *all forms* of plagiarism found in your writing or speech, however unintentional or seemingly insignificant. In the context of this course, plagiarism usually results from the failure in speeches to verbally cite the sources of specific information. If you're even slightly unsure whether you should cite something or about how to do so, you are responsible for asking me for help!
  
- **Credit Hour**

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. Specific details about how the class meets the credit hour requirement can be provided upon request.
  
- **Academic Accommodations**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.
  
- **FERPA Policy**

In compliance with federal law, neither the PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the 'Information Release' section of the student portal. See Policy Statements in the undergrad academic catalog.

**Course Schedule**

Schedule is subject to change.

January

Week One

12 **Monday Schedule (No Class)**

14  
In Class: Course introduction

Week Two

19  
In Class: **Song of Myself** / quiz on syllabus  
Due Today: Bring a short clip of a song, which introduces you, to play and briefly discuss / study syllabus

21  
In Class: Résumé builders / group interview practice  
Due Today: Chapter 8 “The Interview”

Week Three

26  
In Class: Group interview practice / review résumés  
Due Today: Email résumé to instructor before class / Chapter 4 “Listening”

28  
In Class: **Speak Out One (Interviews)**  
Due Today: Dress professionally

February

Week Four:

2  
In Class: **Speak Out One (Interviews)**  
Due Today: Dress professionally

4  
In Class: Discuss informative speeches and topic proposals  
Due Today: “Sex, Lies, and Conversation” reading on Canvas / Chapter 9 “The Concept of Groups”

Week Five:

9  
In Class: Select groups and topic for informative speech  
Due Today: **Typed Informative Speech Proposals** / Chapter 10 “Participating in Groups”

11  
In Class: Group work for informative speech  
Due Today: Chapter 12 “Developing the Message”

Week Six

16  
In Class: **Group Informative Speech with PowerPoint**  
Due Today: **Typed Informative Speech Outlines and Reference Sheet with 8-10 Total Sources, all in APA Format** (one per group) / dress professionally

18  
In Class: Discuss persuasive speeches and topic proposals / argumentation activities  
Due Today: Chapter 15 “The Persuasive Speech”

Week Seven

23

In Class: Fallacy quiz / argumentation activities  
Due Today: Study fallacy handout on Canvas

25  
In Class: **Speak Out Two (Your Choice)**  
Due Today: Dress professionally

March

Week Eight

1  
In Class: **Speak Out Two (Your Choice)**  
Due Today: Dress professionally

3  
In Class: Review proposals and Apologetics Speak Out  
Due Today: **Typed Persuasive Speech Proposal** / Chapter 1 “The Human Communication Process”

Week Nine

8 **Spring Break (No Class)**  
10 **Spring Break (No Class)**

Week Ten

15  
In Class: Apologetics activities  
Due Today: **Works Cited List of 5 Sources for Persuasive Speech** / Chapter 3 “Nonverbal Communication”

17  
In Class: **Speak Out Three (Apologetics)**  
Due Today: Dress professionally

Week Eleven

22  
In Class: **Speak Out Three (Apologetics)**  
Due Today: Dress professionally

24 **Easter Recess (No Class)**

Week Twelve

29  
In Class: Impromptu drills  
Due Today: **Works Cited List of 10 Sources for Persuasive Speech** / Chapter 5 “The Self and Perception”

31  
In Class: Impromptu drills  
Due Today: Impromptu list of 10 examples from several categories with sub points for each example / Chapter 7 “Interpersonal Skills and Conflict Management”

April

Week Thirteen

5  
In Class: Impromptu drills  
Due Today: **Preparation Outline for Persuasive Speech** / final impromptu list / Chapter 13 “Structuring the Message”

In Class: **Speak Out Four (Impromptu)**  
Due Today: Dress professionally

Week Fourteen

12  
In Class: **Speak Out Four (Impromptu)**  
Due Today: Dress professionally

14  
In Class: In-class group practice of persuasive speech  
Due Today: **Speaking Outline for Persuasive Speech / Chapter 16 "Presenting the Message"**

Week Fifteen

19  
In Class: **Persuasive Speeches**  
Due Today: Dress professionally

21  
In Class: **Persuasive Speeches**  
Due Today: Dress professionally

Week Sixteen

26  
In Class: **Persuasive Speeches**  
Due Today: Dress professionally

28  
In Class: **Persuasive Speeches**  
Due Today: Dress professionally

**Final Exam Time: Thursday, May 5<sup>th</sup> 10:30 AM-1:00 PM**