

**COM 100 (2): Principles of Human Communication**  
**MWF, 8:30 am – 9:25 am in C 104**  
Department of Communication & Theatre  
Point Loma Nazarene University

**Professor:** Dr. Lisa Raser  
**Email:** lraser@pointloma.edu  
**Phone:** 619-849-2585  
**Office:** Cabrillo, Rm. 205  
**Office Hours:** By appointment.

## REQUIRED MATERIALS & RESOURCES

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

\*Please read and save this syllabus. If you remain in the course after the first class day, then you are stipulating that you will abide by the university and course policies described within this syllabus.

## COURSE DESCRIPTION

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COM 100 is one of the components of the General Education Program at Point Loma Nazarene University. This course is designed to provide you with the skills needed for effective public speaking and communication in multiple contexts. These skills include preparing and organizing a speech, developing speech content, and presenting a speech. In addition to the public speaking component of this course, emphasis will also be placed on intrapersonal communication (communication with the self) and interpersonal communication (communication with others). We will study topics such as nonverbal communication, listening, interviewing, working in groups, and conflict resolution.

## LEARNING OUTCOMES

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- Students will be able to describe and discuss the process of human communication.
- Students will be able to identify and explain the basic components of an effective speech.
- Students will be challenged to interact competently in dyadic, and small group experiences.
- Students will be able to construct and deliver informational and persuasive speeches.

## COURSE FORMAT AND POLICIES

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**Support:** I am committed to helping every student attain their best possible education.

I AM HERE TO HELP! Please do not hesitate to ask questions, or ask for help, in or out of class. I will also be available if you would like me to review your work and give you feedback before it is turned in or presented. If you have any special needs that it would be helpful for me to be aware of, please do let me know.

**Attendance:** As members of a learning community, your presence is appreciated, and your absence is noticed. The class sessions are set up to help people learn from each other (through discussions, activities, etc.) and you are expected to attend each class session. Everyone has useful and insightful information to offer to the class. Participation is the core of this work, and to help keep track of that, I take attendance.

You are allowed two (2) excused or unexcused absences in the course of the semester without penalty. The only absences excused after that will be university approved absences (see section below). 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 two will result in a 15-point deduction to your overall grade.

As noted in the University catalog: If you are absent from more than 10 percent of class meetings (5 classes), I have the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent (9 classes), you may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from

a class, you will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

**University Approved Absences:** Absences for certain events and obligations recognized by the University (i.e.: participation in sports, forensics, music tours, etc.) may be counted as “excused.” Please notify me at least one week prior to such absences with documentation and contact information from the sponsoring program/department. You are responsible for making up all work missed due to absences in a timely manner, to be worked out ahead of time with me.

**Late to Class/Leaving Early:** It is an expectation of this class community that we begin our class time *together*, and complete our class time *together* each day. Instances of habitual lateness are a distraction to our class community and may impact your ability to participate fully in the course. Therefore, I do make note when you are late to class and four tardies will equal one absence. Please talk to me early in the semester if you have any questions or concerns about this policy.

Being absent for more than 20 minutes during any part of a class period, whether at the beginning, middle, or end, will constitute an absence. Similarly, it is expected that you remain actively engaged in the classroom activities until the entire class has been dismissed for the day. If you absolutely must leave early one day for an important/legitimate/emergency reason, please approve it with me at the class period prior or via email. (Please arrange any advising meetings with your major adviser so that they do not conflict with your class schedule.)

**Late Work/Make-Up Work:** All work is expected on the planned “due dates” - at the beginning of the class period when they are due. In general, no late or make-up written assignments/presentations will be allowed. In the event of a documented personal emergency and at my discretion, make-up work *may* be accepted for half credit. If you are absent on the day of a test or a presentation, I will only consider a make-up opportunity if you have communicated with me in advance of your absence and you have written documentation of a personal emergency (for example, a signed note from your doctor). Depending upon the circumstance surrounding the absence, a make-up opportunity may not receive full credit.

**Incomplete:** Incompletes will only be granted under extreme circumstances, given reasonable justification.

**Electronic Devices:** The use of cell phones and laptops/tablets during class is prohibited unless I ask for them to be used as a specific part of a class activity. Please join me in turning off or silencing all cell phones, laptops, and similar electronic devices and keeping them out of sight for the duration of class. This policy was influenced by two important pieces of research: 1. Faria Sana, Tina Weston, and Nicholas J. Cepeda, “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers,” *Computers and Education* (March 2013): “We found that participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content.” 2. Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking” (April 2014). In this study, the authors found that students who hand wrote their notes during lectures remembered more material than students who used laptops for notetaking because they could not write everything down verbatim. The extra processing required by the hand writers to select important over extraneous information was beneficial for their retention of the material they were learning.

**Email:** I will frequently use email to communicate with you and I do my best to respond to your emails as promptly as possible. I will respond to emails Monday-Friday from 8:00 am – 4:00 pm. If you send me an email over the weekend or on a holiday, I will respond on the following school day.

**Written Work:** Please type, double-space and staple all written work unless instructed otherwise. It is my expectation that all writing will be clear, coherent, and free of grammatical/spelling errors. Please proof all written work – your grade will reflect both the substance and the style of your writing. When working on the computer, try to plan for the “unexpected” but predictable problems: plan extra time for library printing issues and back up files as you go.

**Student Responsibility:**

It is the student's responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.

**Final Exam Policy:**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. Final exams will not be given early before our assigned date/time. Please arrange any activities or transportation for the break around this finals schedule so that you can be present to take the test at the assigned time.

**Academic Dishonesty:**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "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. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See [Academic Policies](#) in the undergrad student catalog.

**Academic Accommodations:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

**Ferpa Policy:**

In compliance with federal law, neither PLNU student ID nor social security number will be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member 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 student catalog.

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## CLASS ASSIGNMENTS & COURSE SCHEDULE

You must complete all of the course speeches and take the final exam in order to pass the class, regardless of point totals.

**Speeches:** There are three (3) major speaking assignments required for this course: Two are individual (informative and persuasive) and one will be a group presentation. For each speech, you will turn in an outline and notecards on the day that you speak. You will receive detailed assignment guidelines for each speech on the date that it is assigned (see schedule.) You must be ready to present your speech on the date you are assigned to speak. It is your responsibility to know this date. If you do not show up on your assigned speaking day, you will fail the speech. If you are late to class on your speech day, you jeopardize partial credit for your speech. If there are extenuating circumstances (medical or family emergencies, PLNU team games/activities), you may prearrange to exchange speech days with another student if prior notice is given to the instructor. I am not responsible for finding another student to switch with you. Please note: You must create a “Live Text” account at the beginning of the semester or you will not receive a final grade in this course.

During speech days, you are expected to be an attentive and supportive audience member. Please NEVER walk in or out of the classroom during a speech. If you are engaging in distracting behavior (talking, using an electronic device, writing, sleeping, etc.) while another student is presenting, you will lose points on your own speech. At times you will be asked to provide oral and/or written feedback to your peers about their speeches.

**Mini-Speeches:** There will be several “mini-speeches” (ie: introduction, toasts, and impromptu). These speeches will not be graded, but you will receive 10 participation points for thoughtful preparation and delivery of each. Mini speeches must be completed in the designated class period on the schedule and cannot be made up.

**Reading Quizzes:** You will have reading quizzes throughout the semester on select chapters of the text (see course schedule for dates). You may bring one 3x5 notecard (front and back) of handwritten notes to class as an aid for the quiz. You will turn in your note card with the quiz. Quizzes will consist of a mix of multiple choice, T/F, fill-in-the-blank, and short response/essay questions.

At the end of the semester, **the quiz with the lowest score will be dropped.**

**Quiz Policy: Quizzes will not be given early.** If you are absent (for illness or travel, for example) on the day of a quiz, that first quiz grade will be dropped. If you miss more than one quiz, make-up quizzes will only be given if you have a personal emergency with written documentation *and* you notify me in advance of your absence. Exception to this policy: a first and subsequent missed quiz may be made up only for instances of University approved absences (debate team, athletic team travel, field trip for another class, etc.). Reading quizzes will be given at the beginning of class. If you come late to class, you will not be given extra time to complete a quiz.

**Final Exam:** The final exam will include material from the book and in-class discussion/activities. The exam may contain T/F, Multiple Choice, Matching, Fill-in-the-blank, and short response/essay questions. You will receive a study guide before the exam to aid you in your preparation. Please note: The final exam will not be given early before our assigned date/time. Please arrange any activities and transportation for the break around this finals schedule so that you can be present to take the test at your assigned time above.

**StoryCorps Interview/Assignment:** You will interview an acquaintance or loved one using the free StoryCorps app and upload your interview to the StoryCorps online platform (America’s oral history project). Once uploaded, your interview will be added to an archive at the American Folklife Center at the United States Library of Congress. At the end of the semester, you will turn in a reflective essay which chronicles: a review of another interview on the StoryCorps website, your own interview questions, and a complete description of your interview experience. If you would like to find out more about StoryCorps, visit: <https://storycorps.org>

**In-Class (or take home) Assignments:** At times you will be given short assignments or exercises in class (or to take home) that are worth points toward your final grade. These assignments may include written responses/reflections, speaking practice, peer feedback, home learning, group work, etc. The point value for these assignments may vary, but will be clearly designated on the assignment.

## ASSESSMENT & GRADING

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Grade Scale (% to Letter):

93-100	A	73-76.9%	C
90-92.9%	A-	70-72.9%	C-
87-89.9%	B+	67-69.9%	D+
83-86.9%	B	63-66.9%	D
80-82.9%	B-	60-62.9%	D-
77-79.9%	C+	0-59	F

Point Distribution

COURSE REQUIREMENTS	Number of Points AVAILABLE	Number of Points I EARNED
Informative Speech	100	
Group Speech	100	
Persuasive Speech	120	
Reading Quizzes (7 x 15 pts each)	105	
Final Exam	100	
StoryCorps Interview Assignment	100	
Mini Speeches, In-Class (or take home) Assignments	90	
<b>TOTAL</b> - Absence/Tardy penalties (15 pts. per absence after 2 absences)	<b>715*</b> (e.g., 3 absences = -15)	

\* At the end of the course, the total point value may be slightly higher or lower than the number above. While I strive to stay close to this amount, there may be occasions where we will need to add or delete short assignments or quizzes that would adjust the total point value of the course.

Tentative Course Schedule

- Subject to change with fair notice.
- Please complete reading prior to arriving at class on the assigned due date.

WK	Date	In-Class	Reading/Assignments Due
1	T 1/8	Welcome/Course Introduction	
	W 1/9	Self-Introduction-Mini Speech (10 pts)	
	F 1/11	Self-Introduction-Mini Speech (10 pts) An Introduction to Human Communication	Ch 1: pgs. 1-12
2	M 1/14	Verbal Communication <b>Reading Quiz on Ch 2</b>	Ch. 2
	W 1/16	Verbal Communication	Ch. 2
	F 1/18	Nonverbal Communication <b>Reading Quiz on Ch 3</b>	Ch. 3
3	M 1/21	<i>MLK Holiday</i>	No Class
	W 1/23	Nonverbal Communication	Ch. 3
	F 1/25	Informative Speech Nonverbal Category Group Pres (10 pts)	Ch 14
4	M 1/28	Planning the Message Informative Speech Assigned	Ch 11
	W 1/30	Developing the Message <b>Reading Quiz on Ch 12</b>	Ch 12
	F 2/1	Developing the Message <b>Meet in the Library Computer Lab</b>	Ch 12
5	M 2/4	Structuring the Message <b>Reading Quiz on Ch 13</b>	Ch 13
	W 2/6	Structuring the Message	Ch 13
	F 2/8	Presenting the Message	Ch 16
6	M 2/11	Presenting the Message	Ch 16

			Reading on Speech Anxiety by Rothwell on Canvas <b>Written Reflection on Rothwell due</b>
	W 2/13	Informative Speech Workshop	<b>Bring complete draft of Informative Speech Outline (10 pts.)</b>
	F 2/15	Listening <b>Reading Quiz on Ch 4</b>	Ch. 4
7	M 2/18	<b>Informative Speeches</b>	<b>Final Outline and notecards due on the day that you present</b>
	W 2/20	<b>Informative Speeches</b>	
	F 2/22	<b>Informative Speeches</b>	
8	M 2/25	<b>Informative Speeches</b>	
	W 2/27	<b>Informative Speeches</b>	<b>Self-Evaluation due on Canvas</b>
	F 3/1	Group Communication <i>Assign Group Speech</i>	Ch. 9
9	3/4-3/8	<b>Spring Break</b>	<b>No Classes</b>
10	M 3/11	The Self and Perception <b>Reading Quiz on Ch 5</b> Work on Group Presentations	Ch. 5
	W 3/13	The Self and Perception Work on Group Presentations	Ch. 5
	F 3/15	Interviewing <i>Assign StoryCorps Interview</i>	Ch. 8
11	M 3/18	Group Speech Prep	
	W 3/20	<b>Group Speeches</b>	<b>Outline and notecards due on the day that you present</b>
	F 3/22	<b>Group Speeches</b>	
12	M 3/25	<b>Group Speeches</b>	
	W 3/27	Toasts (10 pts.)	Prepare Toast for class
	F 3/29	Persuasive Speaking <b>Reading Quiz on Ch 15</b> Discuss Persuasive Speech	Ch. 15
13	M 4/1	Impromptu Speeches (10 pts.)	
	W 4/3	Interpersonal Com and Conflict <b>Reading Quiz on Ch 7</b>	Ch. 7
	F 4/5	What knowing requires	McEntyre reading: "What are we willing to know?" on Canvas <b>Written reflection due</b>
14	M 4/8	Persuasive Speech Workshop	<b>Bring complete draft of Persuasive Speech Outline (10 pts.)</b>
	W 4/10	Final Exam Review/Prep for Speeches	
	F 4/12	<b>Persuasive Speeches</b>	<b>Final outline and notecards due on the day that you present</b>
15	M 4/15	<b>Persuasive Speeches</b>	
	W 4/17	<b>Persuasive Speeches</b>	
	F 4/19	Easter Break	<b>No Class</b>
16	M 4/22	Easter Break	<b>No Class</b>
	W 4/24	<b>Persuasive Speeches</b>	
	F 4/26	<b>Persuasive Speeches</b>	<b>StoryCorps Interview due on Canvas</b>
17	Finals Week	<b>Final Exam</b> 7:30 am – 10:00 am Friday, May 3 <sup>rd</sup>	<b>Final Exam</b> The final exam will not be given early before our assigned date/time. Please arrange any activities and transportation for the break around this finals schedule so that you can

			be present to take the test at your assigned time above.
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