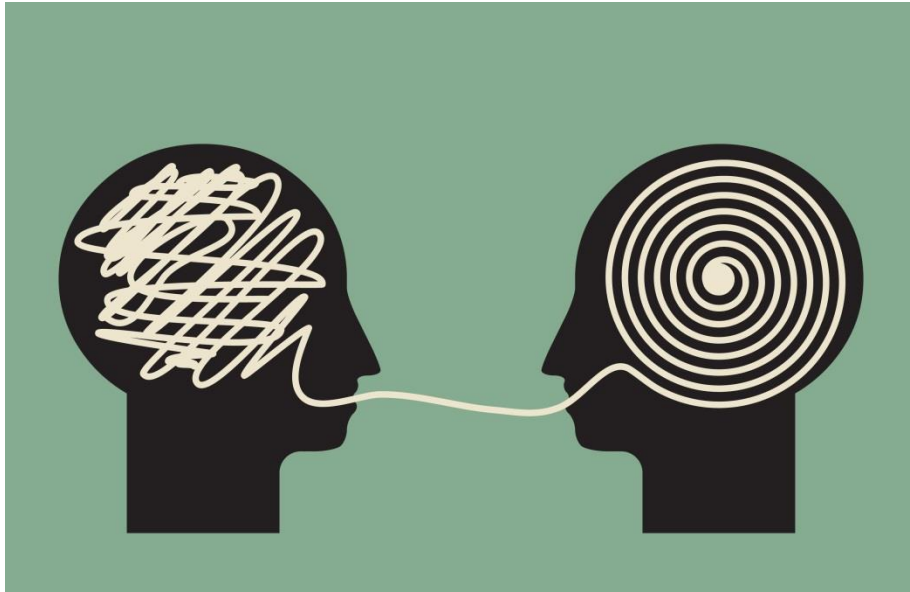


COM 100.10: Principles of Human Communication

Department of Communication & Theatre

Point Loma Nazarene University

SPRING 2016 – Tuesday, 6:00-8:40



“Good communication is as stimulating as black coffee and just as hard to sleep after”

-Anne Marrow Lindbergh

“There are two kinds of [public] speakers: those that are nervous, and those that are liars”

-Mark Twain

“Thanks to the study of neuroplasticity, scientists are finding that the brain actually grows and changes throughout your life. The intense repetition of a task creates new, stronger neural pathways. As a person becomes an expert in a particular area – music, sports, **public speaking** – the areas of the brain associated with those skills actually grow”

-Carmine Gallo

“You cannot not communicate”

-Theorists Watzlawick, Beavin, and Jackson

Instructor: Kelly Christerson, MA
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Office Hours: By appointment
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REQUIRED MATERIALS & RESOURCES:



Berko, R.M., Wolvin, A. D. & Wolvin, D. R. *Communicating: A social and career focus*. (11th Ed.). New York: Houghton Mifflin Company.

LEARNING OBJECTIVES:

- 1) Craft well-reasoned arguments for specific audiences:**
 - a. Conduct thorough research on a topic
 - b. Create cohesive, coherent, and complete outlines for public presentations
 - c. Employ effective language choices in the construction of public presentations
 - d. Identify, analyze, and present credible, well-reasoned arguments in a public setting

- 2) Assess the relative strengths of arguments and supporting evidence:**
 - a. Conduct thorough research on a topic
 - b. Synthesize relevant information about a topic or phenomenon into an argument
 - c. Create cohesive, coherent, and complete outlines for public presentations
 - d. Employ effective language choices in the construction of public presentations
 - e. Identify and analyze the components of effective public presentations
 - f. Identify, analyze, and present credible, well-reasoned arguments in a public setting
 - g. Employ competent listening as audience members during presentations

- 3) Analyze a variety of texts commonly encountered in the academic setting:**
 - a. Conduct thorough research on a topic
 - b. Synthesize relevant information about a topic or phenomenon into an argument
 - c. Demonstrate effective APA source citation skills

- 4) Situate discourse within common, social, cultural, and historical contexts:**

- a. Utilize effective and appropriate verbal and nonverbal communication skills
- b. Identify competent communication in a variety of communication contexts
- c. Articulate class theories and concepts as they pertain to competent communication
- d. Apply communication concepts to everyday scenarios to increase communication competence

5) Be able to describe and discuss the process of human communication

6) Be able to identify and explain the basic components of an effective speech

7) Be challenged to interact completely in dyadic and small group experiences

8) Be able to construct and deliver informational and persuasive speeches

COURSE PROCEDURE:

1. You are expected to be familiar with all material in this syllabus.
2. You must create a "Live Text" account at the beginning of the semester or you will not receive a final grade.
3. All assignments are to be submitted/turned in by the beginning of the class session when they are due.
4. EVERY assignment must be TYPED. No handwritten assignment will be accepted. Work should be proofread and free of errors.
5. You must take both exams; a failure to complete either of these is grounds for failure in the class regardless of point totals. The exams will include book and discussion material.
6. You must complete all the course assignments in order to pass the class.
7. You must be ready to give your speech on the date you are assigned to speak. It is your responsibility to know this date. If you are not present on the assigned speaking day, you will fail the speech. If you are late to class on a speech day you jeopardize partial credit for your speech.
8. Each student is required to dress professionally when presenting speeches or dress accordingly to the theme of their speech.
9. Each speech will be evaluated based on several criteria. Grading is both subjective and objective. I will provide grading rubrics to accommodate each speech in which the criteria being used for grading can be seen beforehand.

CLASS ASSIGNMENTS & COURSE SCHEDULE:

1. There are four (4) public speaking assignments required for this course: Three are individual and one may be a group speech (2-3 people in each group; this is dependent upon the number of people in the class).
2. There are three written assignments requirement for this course (3 outlines).
3. A midterm and final (cumulative) exam will be given.
4. Additional assignments will be customized by your instructor.

ASSIGNMENTS:

Aforementioned, all assignments must be completed in order to receive a grade in the course. Failure to complete an assignment or exam means a failing grade! Please note that standard APA formatting is Times New Roman, 12 pt. font, without any grammatical errors or misspelled words in your assignments. All assignments are due at the time assigned and late assignments will NOT be accepted. If an assignment is late (post the start of class) I will not accept said assignment. Please be proactive rather than reactive and ensure you are appropriating enough time for a seamless and painless submission.

EXPLANATION OF CLASS ASSIGNMENTS:

Speech of Introduction and Outline:

For this assignment, you will be introducing yourself to your classmates! Use this public speaking opportunity to explain the idiosyncrasies that make you, you! The assignment is as follows: Choose two (2) objects: one object that most accurately represents your past and one object that best represents your future. I highly encourage you bring in two tangible items (or a representation of them) to class for your speech as a presentation aid.

Informative Speech and Outline (Partner Assignment):

The ability to communicate and interact with different cultures is extremely important in this day and age due to the internet, the cultural make-up of America, and our close proximity to another country. For this assignment, you will pick a culture (or co-culture) that is unique and different from your own culture. Please pick a country or culture that you are interested in traveling to or learning more about so that you can present this information to your classmates. This assignment asks you to explore a new culture in more depth in the format of a partner, informative speech. Incorporating concepts from the textbook and Large Lecture about Intercultural Communication, you and your partner will inform the class about a mutually agreed upon topic regarding another culture (or co-culture).

Outline with APA-style References page *due on date listed on daily schedule*.
Presentation aids are required.

Persuasive Speech and Outline:

Informing audiences about new ideas and concepts is all well and good, but for ages, public speaking has been used for another purpose: persuading audiences to take action. From politicians to teachers to leaders of social movements, persuasion is used to educate and motivate. The importance of becoming engaged in issues that affect us and the community in which we live is increasing as our communities become more diverse and fractured. The goal of this speech is to choose a current events topic and deliver a persuasive presentation to your class. This is a persuasive speech where you will argue in favor or against your topic. You will attempt to challenge our class to change or maintain a specific way of thinking or acting. This is an individual speech. The topic for this speech will likely address a controversy of a political, social, economic, or cultural nature or perhaps something that you are so undoubtedly passionate about that you are able to persuade the class (and me, the teacher!) with ethos, pathos, and logos. This speech will include researched sources that support your arguments. Outline with APA-style References page *due on date listed on daily schedule*. Presentation aids are recommended, but not necessary.

Special Occasion Speech:

At some point in our lives, we may be asked to speak at an event or gathering. A special occasion speech is likely a life-happening that you will encounter in the coming years. Common special occasions may include weddings, remembrances of life, a toast to an award, a bridesmaid or best man speech. For this speech, you will choose the occasion and deliver a speech appropriate to the situation. No outline is required for this speech.

Class Activities:

There will be various class activities that you will be asked to participate in. Assignments such as icebreakers, impromptu speaking, and improve-type activities will be integrated throughout the semester. Additionally, class activities may include written assignments that will likely encompass the Ted Like Ted text which is required for this course. Please be ready to actively participate to receive full points.

Mid-Term and Final Exams:

The mid-term and final will cover all material in the text and includes any material that I have lectured on or handed out in class. You are responsible for material in the book even if I have not lectured on it. Keeping up with the readings will be key to preparing for the mid-term and final. Save all handouts, as they may be useful for reviewing before exams. The format for the exams will include multiple choice, matching, true/false, and essay. The final will be a comprehensive assessment of your knowledge.

WHAT'S THE GRADING SCALE FOR THIS CLASS?

This course uses a total point grading system, in which your final letter grade is based on your total points earned in the class over the course of the semester. The grading scale for this class is as follows:

1000- 930	=	A
929-900	=	A-
899-870	=	B+
869-830	=	B
829-800	=	B-
799-770	=	C+
769-730	=	C
729-700	=	C-
699-670	=	D+
669-630	=	D
629-600	=	D-
599-1000	=	F



Date:	Classroom Discussion:	Reading(s):
January 17:	Syllabus, Introduction, Communication Theory	Ch. 1
January 24:	Public Speaking: Planning the Message & Public Speaking: Developing the Message	Ch. 11 & Ch. 12
January 31:	Introduce Speech of Introduction Outline Due February 3 at 11:59 p.m.	Lecture
February 7:	<i>Perform the Speech of Introduction</i>	Speech Day
February 14:	<i>Perform Speech of Introduction (roll-over)</i> The Concepts of Groups	Ch. 9
February 21:	APA/Introduce Informative Speech Outline Due February 24 @ 11:59 p.m.	Lecture
February 28:	<i>Perform the Informative Speech</i>	Ch. 14
March 7:	<i>Spring Break, March 6-10</i>	Speech Day
March 14:	<i>Perform the Informative Speech</i> Introduce Persuasive Speech	Speech Day/Lecture
March 21:	Ted Talk Discussion Introduce the Persuasive Speech Outline Due March 24 @ 11:59 p.m.	Ch. 15
March 28:	<i>Perform the Persuasive Speech</i>	Speech Day
April 4:	<i>Perform the Persuasive Speech</i>	Speech Day
April 11:	Interview(s) Ted Talk Discussion	Ch. 7
April 18:	Master the Art of Storytelling	Lecture
April 25:	<i>Perform the Special Occasion Speech</i>	Speech Day
May 2:	Final Exam	

ASSIGNMENT	POINTS POSSIBLE	YOUR SCORE
Speech of Introduction	50	
Speech of Introduction Outline	50	
Informative Speech	100	
Informative Speech Outline	50	
Persuasive Speech	100	
Persuasive Speech Outline	50	
Special Occasion Speech	50	
Activity #1	20	
Activity #2	20	
Activity #3	20	
Activity #4	20	
Activity #5	20	
Activity #6	20	
Activity #7	20	
Activity #8	20	
Activity #9	20	
Activity #10	20	
Mid Term	150	
Final Exam	200	
TOTAL	1000	

ASSESSMENT AND GRADING SCALE:

“A”: Work that is highly exceptional and goes above and beyond all minimal requirements

“B”: Work that is above average and goes slightly above minimal requirements

“C”: Work that meets basic standards and requirements also known as “mediocre at best”

“D”: Work below average that lacks minimal requirements

“F”: Work that clearly does not meet minimal standards, or is not complete



STUDENT RESPONSIBILITY: WHAT IS EXPECTED OF ME IN THIS CLASS?

Students agreeing to the terms for this class as set out in this syllabus are expected to do the following (*not dropping the class constitutes an agreement to the terms, including the grading policy*):

- 1. Be on time to class**
2. Be respectful and let others talk without interruption, including instructors
- 3. Read the assigned chapters/materials and engage in class discussions**
4. Treat others' viewpoints and experiences with respect
- 5. Make connections between the material and your own lives and experiences**
6. Complete assignments on time and follow directions
- 7. Communicate with the instructor in advance about potential attendance conflicts**
8. APA is the required citation format for all outlines and assignments
- 9. Do not use cell phones at any time during class**

- a. **“Multitasking, when it comes to paying attention, is a myth, according to John Medina, a molecular biologist at the University of Washington School of Medicine. Medina acknowledges that the brain does multitask at some level – you can talk and talk at the same time. But when it comes to the brain’s capacity to *pay attention* to a lecture, conversation, or presentation, it is simply incapable of paying equal attention to multiple items. To put it bluntly, research shows that we *can’t multitask*. We are biologically incapable of processing attention-rich inputs simultaneously”**

10. Deliver all 4 speeches to earn credit for this class

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.

ATTENDANCE AND PARTICIPATION:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. You are expected to attend each class session. It is recognized that many of you have outside commitments to the university; these are considered excused, but must be cleared with the instructor PRIOR to the absence and written documentation presented, including sports. If you are absent from more than 10 percent of class meetings, I have the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, 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.

MAKE UPS AND EXTRA CREDIT:

All assignments are due on the date specified in the syllabus. Please be responsible and figure out how you will get the assignment done and turned into me. In the event of an emergency, please contact me at your earliest convenience. I may, or may not, offer extra credit throughout the semester.

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 Class Schedules site.

USE OF TECHNOLOGY:

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. However, cell phones must be turned off before class begins. Laptops, tablets and all other electronic devices cannot be used during lecture/discussion without permission by the instructor.

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 academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

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. Each faculty member will choose on 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 alphabetical 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 on the student portal. See Policy Statements in the undergraduate student catalog.