

**Point Loma Nazarene University**  
**Department of Communication & Theatre**  
**COM 100-03: Principles of Human Communication**  
**Spring Semester, 2017**

Professor: Walter O. Williams, Ph.D. [ywilliam@pointloma.edu](mailto:ywilliam@pointloma.edu)  
 Office Hours: M: 1:30-3:30, R: 2:00-3:30

Office: Cabrillo 207  
 Phone: 849-2724

This is a one-semester survey course in human communication involving a participative learning experience. Emphasis will be placed on *intrapersonal*, *interpersonal*, and *public communication*. Participative components will include situational exercises, group discussions and presentations, and the public presentation of several speeches by each student. This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of *Developing Cognitive Abilities*. By including this course in a common educational experience for undergraduates, the faculty supports the pursuit of personal awareness and skill development, focusing on the analytical, communicative, and quantitative skills necessary for successful living in society.

### **COURSE LEARNING OUTCOMES**

Learning:

- 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

Growing:

- 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
- Students will be challenged to develop an attitude of ethical concern about the use of communication knowledge emphasizing accuracy, clarity, authenticity, purpose, and empathy

### **REQUIRED TEXT:**

Berko, Roy M., Andrew D. Wolvin, and Darlene R. Wolvin. Communicating: A Social and Career Focus. New York: Houghton Mifflin. (recent Edition)

### **COURSE PROCEDURE**

1. I would prefer this not be only a lecture course. I would like you to discuss the ideas presented, ask questions, and fully participate in the life of the class. Contribution to class discussion is highly encouraged.
2. Because of the nature of a public speaking course, speeches must be presented before an audience, which is, in this case, the class. Missed speeches cannot be made up outside of class. If you are absent on the day you are assigned to speak, you may present the speech, **if time permits**, on

another **speech day** at a **20-POINT REDUCTION**. You must complete all the speech assignments in order to pass the class. This means you cannot miss a speech completely (even though it's worth 5%) and pass the class.

3. If you are absent on a speech day because of an **officially sponsored University event**, a letter (email) from the provost's office must be received by me in order to excuse this absence. If you know in advance that one of these events is going to disrupt a speech day, inform me and try to trade with another student for a day you will not be absent.
4. Each prepared speech will be delivered from an outline only: **NO MANUSCRIPT (READ) OR MEMORIZED SPEECHES**. A conversational and extemporaneous style is to be used for all speeches. Speeches will be timed. See speech guidelines for details.
5. Each speech will be evaluated based on several criteria. Grading is both subjective and objective. Below is an example of the evaluation sheet.
6. Before speaking you should have some understanding of your subject and a fair appreciation of your purpose for speaking (and that's not just to get the speech over with and get a passing grade). You should also have done an honest job of researching and constructing your speeches given the limits of time, resources, and abilities. You will be graded in this course not only on product, but on process as well.
7. Each student is required to dress professionally when presenting speeches in class.
8. General demeanor: Be kind and compassionate to your fellow students while they are presenting speeches. We are all here to learn and to assist one another in that process. Understand that presenting speeches before an audience can be difficult for many. It is therefore important that we provide an atmosphere of safety in which to begin this process. In other words, respect your classmates and they will respect you.
9. The examinations will consist of multiple choice questions, fill in the blanks, definition, matching, short answer, and essay, and will cover the material presented in the text, class lectures, and discussions.

### **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.*

## SPEECH EVALUATION FORM

Name \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_  
 Type of Speech \_\_\_\_\_  
 Thesis Statement \_\_\_\_\_

**10 = Exceptional; 9 = Outstanding; 8 = Very Good; 7 = Adequate; 6 = Passing; 5 – 1 = Poor to Unacceptable**

Areas of Competence:

1. **Outline & Bibliography**: Clearly ordered and numbered, keyword format, well organized, 4-part.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

2. **Introduction/Thesis/Conclusion**: Attention, orientation, creativity, clarity of focus, preview, clincher.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

3. **Organization of Body**: Development of topic, transitions, flow, comprehensibility, arrangement.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

4. **Delivery**: Posture, movement, diction, articulation, speed, volume, pitch variation, gesture.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

5. **Supporting Materials**: Quotations, citations, qualifications, evidence, statistics, testimonies, etc.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

6. **Audio-Visual Aids**: Clear, appropriate quality, interesting, well incorporated, not an outline.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

7. **Ethos**: Topic and language, connection to audience, eye contact, personal appearance, charisma.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

8. **Pathos & Logos**: Emotional & psychological appeals, development of logical appeals, precision.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

9. **Extemporaneous Style**: Conversational, little reading, from personal knowledge, from key words.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

10. **Time Management**: Proportionate and skilled time use for Intro, Thesis, Body, and Conclusion.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

**100 POINT GRADING SCALE:**

| <u>GRADE</u> | <u>POINT VALUE</u> |
|--------------|--------------------|
| A            | 93-100             |
| A-           | 90-92              |
| B+           | 87-89              |
| B            | 83-86              |
| B-           | 80-82              |
| C+           | 77-79              |
| C            | 73-76              |
| C-           | 70-72              |
| D+           | 67-69              |
| D            | 63-66              |
| D-           | 60-62              |
| F            | 0-59               |

**A:** Indicates exceptional work that reflects deep thinking, superb creativity, individual incentive, and an extremely high level of intellectual attainment.

**B:** Indicates very good work that reflects a thorough understanding of theory and practice.

**C:** Indicates work that reflects a satisfactory completion of the assignment as directed

**D:** Indicates work that, although passing, reflects a lack of understanding of theory and/or fails to fulfill the assigned tasks.

**F:** Indicates work that reflects an inability or unwillingness to do the assigned task.

**GRADE BREAKDOWN**

Grading for this course will be determined in the following manner:

|                     |             |
|---------------------|-------------|
| Informative Speech  | 15%         |
| Impromptu Speech    | 5%          |
| Panel Discussion    | 10%         |
| Persuasive Speech   | 20%         |
| Examination #1      | 15%         |
| Examination #2      | 15%         |
| Life of Class       | 5%          |
| Rhetorical Analysis | <u>15%</u>  |
| <b>TOTAL</b>        | <b>100%</b> |

## **ASSIGNMENTS**

1. **Informative Speech (15%):** Each student will select and focus a topic, research it thoroughly (given the time limitations), and present a 6-7 minute speech with strong supporting materials. A sample outline is attached with details.
2. **Panel Discussion (10%):** Students will be placed in small groups, will thoroughly research a topic, and will conduct a panel discussion as “experts” on that topic. The class at large will respond and ask questions. The issues and format will be discussed in class. The grade will be a group grade.
3. **Impromptu Speech (5%):** Students will present pro & con speeches in response to the daily news events with which I begin the class. The speech should be approximately 1-2 minutes in length, incorporating as many techniques as are appropriate given the preparation time. This will be more fully discussed in class. Grading is based on my assessment of your involvement and skills acquisition.
4. **Persuasive Speech (20%):** Each student will research and present a 9-10 minute speech in an effort to persuade the audience to alter their attitude(s), belief(s), or action(s). A sample outline is attached with details.
5. **Rhetorical Analysis (15%):** Each student will develop an essay in which a selected artifact from the popular culture is examined. The focus of the analysis should be on the way symbols communicate on an extra-linguistic level. The essay must be formatted according to the MLA Style Manual. The artifact discussed more fully in class. See attachment for details.
6. **Examinations (15% each):** The exams will consist of multiple choice, fill in the blanks, definition, matching, and short answer, and will cover the material presented in the text, class lectures, and discussions. The second exam will include an essay.
7. **Life of Class (5%):** Students will evaluate the speeches of their classmates. The evaluations will critique the rhetorical aspects of each presentation. Only I will review these evaluations. Grading will be based on the number of evaluations in relation to the potential, and the perceptivity of the evaluations. Each missed evaluation lowers the grade. More than three missed evaluations means a zero on this component. Students will also be expected to respond verbally to presentations by asking pertinent questions. Students will also participate in groups and will grade one-another on that participation.

### **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.*

## COURSE SCHEDULE

| <u>Date</u> | <u>Topic</u>   | <u>Assignment</u>                            |
|-------------|--|--|
| 1/17        | Course orientation and overview<br>Class introduction  | Syllabus                                     |
| 1/24        | The Human Communication Process<br>Foundations of Verbal Language<br>Nonverbal Communication                         | Chpt. 1<br>Chpt. 2<br>Chpt. 3                |
| 1/31        | Planning & Presenting the Message<br>Developing the Speech<br>Structuring the Message<br>Informative Public Speaking | Chpt. 11<br>Chpt. 12<br>Chpt. 13<br>Chpt. 14 |
| 2/7         | Informative speech presentations   | Outline/Visual aid                           |
| 2/14        | Informative speech presentations   | Outline/Visual aid                           |
| 2/21        | Listening<br>Intrapersonal Communication<br>Interpersonal Communication/Exam review                                  | Chpt. 4<br>Chpt. 5<br>Chpt. 6<br>Chpt. 7     |
| 2/28        | Discuss Rhetorical Analysis<br><b>Examination # 1</b>  |  |
| 3/14        | Theory of Groups/Activity<br>Participating in Groups/Activity  | Chpt. 9<br>Chpt. 10                          |
| 3/21        | Panel Discussions  |  |
| 3/28        | Panel Discussions  |  |
| 4/4         | Presentation of Artifact/Topics<br>Persuasive Public Speaking  | <b>Critique Due</b><br>Chpt. 15              |
| 4/11        | Persuasive speech presentations  | Outline/Visual aid                           |
| 4/18        | Persuasive speech presentations  | Outline/Visual aid                           |
| 4/25        | Persuasive speech presentations  | Outline/Visual aid                           |
| 5/2         | (4:30 – 7:00 pm) <b>Examination # 2</b>  |  |

**SAMPLE INFORMATIVE SPEECH OUTLINE**  
(6-7 minutes)

I. Introduction

- A. Gain audience's attention.
- B. Orient audience to the topic.
- C. Why is the subject important to the audience?
- D. Make transition to thesis statement.

II. Thesis Statement

- A. This must be a strong and purposeful statement.
  - 1. Purpose of speech
  - 2. Preview points of speech

III. Body

- A. First Main Point.
  - 1. Subpoint or illustration
  - 2. " "
  - 3. " "
- B. Second Main Point.
  - 1. Subpoint or illustration
  - 2. " "
  - 3. " "
- C. Third Main Point.
  - 1. Subpoint or illustration
  - 2. " "
  - 3. " "

IV. Conclusion

- A. Summary.
- B. Closing statement -- make it strong so it will be remembered.
- C. "Are there any questions?"

REQUIREMENTS:

1. Present speech **EXTEMPORANEOUSLY**: from a **KEYWORD OUTLINE**.
2. Give instructor a **TYPED COPY** of outline **AT THE TIME** you present your speech. The outline you give me **MUST** match that outline you are presenting from.
3. You must include a minimum of **THREE** oral quotes in the body of your speech and provide a **TYPED BIBLIOGRAPHY** listing your three sources (**NO LATE BIBS**).
4. Use the above outline as an example only.
5. Professional dress is required.
6. Practice timing your speech.
6. **DO NOT READ** your speech as a manuscript. Doing so will reduce your grade by 30%.
7. Use **PowerPoint** and other available aids.

**SAMPLE PERSUASIVE SPEECH OUTLINE**  
(9-10 minutes)

I. Introduction

- A. Gain audience's attention.
- B. Orient audience to the topic.
- C. Why is the subject important to the audience?
- D. Make transition to thesis statement.

II. Thesis Statement

A. This must be a strong, purposeful, **AND PERSUASIVE** statement and must preview each of the following:

- 1. What must be done.
- 2. Why it must be done.
- 3. Why this audience must play a role.

III. Body

- A. First Main Point.
  - 1. Supporting Material
  - 2. " "
  - 3. " "
- B. Second Main Point.
  - 1. Supporting Material
  - 2. " "
  - 3. " "
- C. Third Main Point.
  - 1. Supporting Material
  - 2. " "
  - 3. " "

IV. Conclusion

- A. Summary.
- B. Final appeals to the audience to accept or act upon your challenge.
- C. Closing statement -- make it strong so it will be remembered.
- D. "Any Questions?"

REQUIREMENTS:

- 1. **All previous requirements continue to apply.**

SAMPLE BIBLIOGRAPHY:

Felton, Derek J. Fighting Campus Crime. San Diego: PLNU Press, 1997.

Williams, W. O. "The Joys of Speaking." Speech Quarterly, January 6 (1997): 36-83.



## RHETORICAL ANALYSIS

Each student will develop a three-page essay in which a selected artifact from the popular culture is/are examined. The focus of the analysis should be on the way symbols communicate on an extra-linguistic level. The essay must be formatted according to the **MLA Style Manual**.

Collect a print ad that has a strong visual, imagistic, and/or symbolic content and evaluate it according to **ONE** of the following criteria:

1. Values: What values and/or beliefs does the ad convey and how do they function (i.e., how do the symbols convey the message)?
2. Stereotypes: does the ad depend on stereotypes of gender, race, age, nationality, religion, economic class, etc., to influence the viewer? Deconstruct those stereotypes and assess their import.
3. Political Agenda: Are there hidden political or social messages/symbols embedded in the advertisement? How are they used to persuade you?
4. Sexuality: How are sexuality, sexual orientation, sexual violence, and/or sexual intimacy used to sell a product. Consider in this how men and/or women are turned into objects of sexual desire (i.e., commodified) for the purposes of product sales.
5. Develop a criterion of your own and run it by me. I must approve anything other than the previous four, but I am open to other approaches.

Use Times New Roman 12 point font, double-spaced throughout. Margins should be 1-inch on all sides. Paragraph indentation should be ½ -inch. Do not skip multiple spaces after each paragraph. A cover page is not necessary. You may draw on outside sources, but you must cite them according to the MLA style manual and include a “Works Cited” list. Each page should have a name and number header. The ads should be attached at the end of the paper.

This exercise is not really about the text in ads, it’s about the images, which include symbols, archetypes, use of light & color, etc. Your approach should be a deconstruction of the image structure focusing on the subliminal symbolic impact the images might have on the viewer. Be creative and rigorous. This project requires a certain degree of intuitive thinking.

Grading will be based on five criteria:

- |                      |           |
|----------------------|-----------|
| 1. Grammar/Spelling: | 10 points |
| 2. Style             | 10 points |
| 3. Organization      | 20 points |
| 4. Content           | 40 points |
| 5. Clarity           | 20 points |

**The paper is due on April 4th**