

**COM 260 sec. 1: Advanced Public & Professional Speaking**  
**Department of Communication & Theatre**  
**Point Loma Nazarene University**  
**Spring 2016**  
**Tuesdays 6:00 - 8:55 p.m.**  
**Cabrillo 104**

Instructor: Lorina Tamayo Schrauger  
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Office Location: Cabrillo 205  
Office Hours: Mondays - Thursdays, 2:00 - 4:00  
Fridays 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.

### **COURSE LEARNING OUTCOMES**

By the end of this course, you will be able to:

1. **Develop** your own professional brand.
2. **Evaluate** and **analyze** various career opportunities that utilize public and professional speaking skills.
3. **Refine** your public speaking skills and **integrate** them into your professional brand.
4. **Construct** and **deliver** a sampling of professional speeches.
5. **Assess** various cultural communication styles in the workplace.

### **COURSE TEXT**

Adler, R., Elmhorst, J., & Lucas, K. (2013). *Communicating at Work: Strategies for Success in Business and the Professions* (11<sup>th</sup> ed.)

### **CLASS EXPECTATIONS**

1. Please arrive on time. Turn off your cell phones before class starts and place them where they will not be a distraction to you or others. Personal computers, tablets, smartphones can be used only for taking notes or completing in-class assignments. You will be asked to leave the classroom if you are found texting or doing other homework, playing games or are on social networking sites on laptops during class time. Unless the building/department forbids it and except on speech days, food and drink are allowed.
2. **ATTENDANCE:** A missed day will result in fpoints taken from your grade. Tardiness (arriving 10 or more minutes after the start of class) or leaving class early (more than 10 minutes before the end) will result in ½ absence for that day. Excused absences (University-sponsored sports, forensics or other activities) need to be brought to my attention in writing **before** the day(s) you will be absent. If you are absent from more than 10% of class meetings, I have the option of filing a written report that may result in de-enrollment. If the absences exceed 20%, you may be de-enrolled without notice. See “Academic Policies in the undergraduate academic catalog.
3. **SYLLABUS:** You are responsible for the due dates stated in the syllabus (page 5). If changes to the syllabus are given verbally in class, any student absent on that day is responsible for getting the changes.
4. **COMMUNICATION:** Please check your Point Loma email regularly. This is the primary way that I will be contacting you. You are responsible for any changes to assignments that are sent through the pointloma.edu address. Allow up to 48 hours for a response from me (I am not joined at the hip to my devices!). If you have not received a response within 48 hours, follow up.

5. **FINAL EXAMINATIONS** are scheduled on Tuesday, May 3, 2016. No accommodations for early examinations or alternative days are allowed per university policy. The final examination schedule is posted on the “Class Schedules” site.
6. **ASSIGNMENT SUBMISSIONS:** All work is due by 11:59 p.m. on the day indicated on the assignment requirement sheet and on the schedule. If you turn in an assignment after the due date indicated on the syllabus, there will be a 5 point deduction for each day the assignment is late. There is no distinction between “excused” and “unexcused” assignments. No assignments will be accepted after Friday, May 6, 2016 at 5:00 P.M.
7. **PRESENTATIONS:** You must be ready to deliver your speeches on your assigned day. 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.
8. **ACADEMIC HONESTY POLICY:** At PLNU, we want you to exhibit integrity in your work. If you reference another person, give them credit. If credit isn’t given, it demonstrates academic irresponsibility and reflects disrespect for your community and yourself. As stated in the university catalogue: “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.”
9. **ACADEMIC ACCOMMODATIONS:** Students requiring special accommodations on the basis of physical, learning or psychological disability for this class are required to file documentation with the Disability Resource Center (in the Bond Academic Center). The DRC will write me with recommendations as to how to meet the individual needs of the student. Please contact Pat Curley within the first two weeks of the term so as to give accommodations as early as possible.
10. **FERPA POLICY:** In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without written permission from the student. This class will meet the federal requirements by distributing all grades and papers individually. 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.

## GRADING POLICY

The core of my grading philosophy is that one's grade is earned. In other words, you must work for the grade that you want. All assignments outlined in the following pages have requirements that outline the bare minimum work—any student who fulfills the minimum requirements, earns, at best, a “C”. In order to achieve “A” or “B” level work, a student must demonstrate work that is above and beyond the requirements of any given assignment, which include, but are not limited to: critical thinking, thorough analysis, and creativity.

**WRITTEN ASSIGNMENTS:** The written assignments planned for this course are designed to enhance your understanding of different aspects of communication in the workplace. Requirements for each assignment will be distributed well ahead of the due date. These assignments will be graded on the presence of critical thinking and insightful analysis.

**SPEECHES/PRESENTATIONS** make up the bulk of the semester grade. Each speech assignment has an accompanying list of requirements (see Canvas for detailed instructions) and will be graded on two different components: the content and the delivery.

For the speech outline, I will be looking for fulfillment of the stated requirements, including, but not limited to: complete and logical articulation of the main ideas, well-researched support of the main ideas, critical thinking and analysis of your research, coherent organization and correct formatting as presented below.

For the delivery of the speech, I look for application of the speech delivery concepts presented in class and in the text, evidence of rehearsal of the speech and, improvement in delivery style in each presentation. I take many notes during your presentations, most of which are suggestions for improvement.

**PARTICIPATION** is one of the key components in a course such as this. Participation includes, but is not limited to, volunteering points of view in class discussions, engaging in active listening of fellow students, refraining from texting, surfing the Internet on laptops, napping, or other activities unrelated to the class. If you are found consistently not participating, points will be deducted from the total participation grade, at my discretion, for each infraction after the first warning.

### ASSIGNMENT STYLE & FORMATTING

All written assignments are to be typed, double-spaced, using Times New Roman, 12 pt. font, with 1” margins. Speech outlines are required to use APA formatting for source citations and bibliographies. Please refer to [www.apa.org](http://www.apa.org), <http://owl.english.purdue.edu/owl/section/2/10/> or your friendly local librarian for help with paper formatting.

Name
Date
Assignment Title

Last Name pg. #
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## ASSIGNMENTS & GRADING

Assignment	Description	Points
Work/Career Assignments	Memo to Instructor	20
	Cover Letter + Resume	20
	Linked-In Profile	20
	Mock Interview w/ OSV	20
	Network 9 Events (2 x 25 pts/ea)	50
Short Speeches/ Assignments	Special Occasion Speeches - Intro, Elevator, and a third one of your choosing (3 @ 25 pts/ea)	75
	Speaker Observation	25
Major Presentations	The Weekly Report	75
	Dream Job Report (Informational Interview)	100
Exam	Midterm - cumulative	250
Final Evaluation	San Diego Means Team Presentation	250
Attendance & Participation	Participation = 10% of total grade (includes attendance)	100
<b>TOTAL POINTS</b>		<b>1000</b>

## GRADING SCALE

POINTS	1000 - 925	895 - 924	885 - 894	825 - 884	795 - 824	794 - 775	774 - 725	724 - 695	694 - 675	674 - 625	624 - 595	594 - 0
PERCENTAGE	100 - 93	92 - 90	88 - 89	83 - 87	82 - 80	79 - 78	77 - 73	72 - 70	69 - 68	67 - 63	62 - 60	59 - 0
GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

## PARTICIPATION RUBRIC

Points	Grade	Description
100 - 90	A	Attends all class sessions and is frequent participant in class discussions; listens and responds with thoughtful ideas; is proactive in offering ideas & viewpoints in group work; refrains from engaging in distracting behavior (social media, texting, looking at other sites/homework while "taking notes")
80 - 89	B	Attends nearly all class sessions; participates in most class discussions; responds to others' input with little prompting; may occasionally engage in distracting behavior
70 - 79	C	Attends class regularly; occasional participant in class discussions; has to be prompted to provide response and input; engages often in distracting behavior
60 - 69	D	Infrequent participant in discussions; needs to be prompted often to respond; engages frequently in distracting behavior
59 & below	F	Little or no participation; is not proactive in class and small group discussions, even with prompting; engages frequently in distracting behavior

## CLASS SCHEDULE

*(subject to change at the instructor's discretion)*

Date	Content	Assignment/ Readings due	Homework
January 19	Welcome: Syllabus & Schedule <b>Topics:</b> Overview of public & professional communication <b>Activity 1:</b> Memo <b>Activity 2:</b> Speech of Introduction <b>Discuss:</b> Network 9 Requirements	→ Bring: laptop or tablet Index card	<input type="checkbox"/> Write Memo to Instructor <input type="checkbox"/> Sign up for January 26 and February 9 Network 9s <input type="checkbox"/> Create list of 3 - 5 questions for professionals at N9 event
26	<b>Attend Network 9 Event (5:00 - 7:00 p.m.)</b> → Class begins at 7:15 p.m. <b>Discuss:</b> N9 event <b>Speeches of Introduction</b> <b>Discuss &amp; Assign:</b> The Weekly Report <b>Assign:</b> Resume, Cover Letter, Linked-In Profile	→ Memo to Instructor <i>(submit on Canvas)</i> → N9 questions and any notes taken from conversations <i>(submit paper copy in class)</i>	<input type="checkbox"/> Draft Resume & Cover Letter Start working on the Weekly Report <input type="checkbox"/> Read Ch. 12: "Types of Business Presentations" and Ch. 6: "Principles of Interviewing"
February 2	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Types of Business Presentations</li> <li>• <b>Topic 1:</b> Building your Brand: Business Writing - Resumes, CV, Linked-In, and Correspondence</li> <li>• <b>Topic 2:</b> Interviews</li> <li>• <b>Activity:</b> Polish your Resume, CV, and Linked-In Profile</li> <li>• <b>Discuss:</b> Informational Interview</li> </ul>	→ Bring drafts of CV & Resumes to class	<input type="checkbox"/> Create list of 3 - 5 questions for professionals at N9 event  <input type="checkbox"/> Read Ch. 3: "Listening" & Ch. 4: "Verbal & Non-Verbal Messages"  <input type="checkbox"/> Begin researching and connecting with professionals for your Informational Interview
9	<ul style="list-style-type: none"> <li>• <b>Attend Network 9 Event (5:00 - 7:00 p.m.)</b></li> <li>→ Class begins at 7:15 p.m.</li> <li>• <b>Discuss:</b> N9 Event</li> <li>• <b>Presentation:</b> The Weekly Report</li> </ul>	→ N9 questions and any notes taken from conversations <i>(submit paper copy in class)</i>	<input type="checkbox"/> Ch. 5: "Interpersonal Strategies and Skills" <input type="checkbox"/> Choose Informational Interview company & and make contact <input type="checkbox"/> Attend at least one round of speeches during the Sunset Cliffs Tournament (Saturday 2/13 or Sunday 2/14)
16	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Building your brand - Dress, Demeanor, Dining Etiquette</li> <li>• <b>Activity:</b> Conversation Station/Elevator Speeches</li> <li>• <b>Topic:</b> Interpersonal Strategies</li> <li>• <b>Activity:</b> Case studies</li> </ul>		<input type="checkbox"/> Read Ch. 2: "Communication, Culture & Work" <input type="checkbox"/> Informational Interview: Conduct background research
23	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Building your Brand: Cultural Intelligence in the Workplace</li> <li>• <b>Activity:</b> Case Studies</li> <li>• <b>Presentations:</b> The Weekly Report</li> <li>• <b>Assign:</b> Final Project</li> <li>• <b>Discuss:</b> Mid-term study</li> </ul>		<input type="checkbox"/> Read: Ch 7 - "Leading & Working in Teams" & Ch. 8 - "Effective Meetings" <input type="checkbox"/> Meet with team members and decide on Project <input type="checkbox"/> Informational Interview: Generate list of questions
March 1	<b>MIDTERM</b>		<input type="checkbox"/> Prepare for Team Project (Research company)

8	<b>No Class – Spring Break</b>		<input type="checkbox"/> Work on Informational Interview
15	<b>Topic:</b> Rah-Rah-Teamwork! <b>Activity:</b> Case Studies <b>Presentations:</b> The Weekly Report → Additional activities & topics TBD		<input type="checkbox"/> Work on Informational Interview <input type="checkbox"/> Make an appointment w/OSV to conduct mock interview <input type="checkbox"/> Prepare for Team Project
22	<b>Presentations:</b> Elevator Speeches, part II Special Occasion Speeches <b>Presentations:</b> The Weekly Report → Additional activities & topics TBD		<input type="checkbox"/> Polish Informational Interview presentation
29	<b>Revisit:</b> Presentations & Delivery <b>Presentations:</b> The Weekly Report → Additional activities & topics TBD	→ Informational Interview Portfolio	<input type="checkbox"/> Prepare for Team Project (HR Overview)
April 5	<b>Presentations:</b> Informational Interview		<input type="checkbox"/> Prepare for Team Project (SWOT Analysis)
12	<b>Presentations:</b> Informational Interview		<input type="checkbox"/> Prepare for Team Project (Presentation)
19	<b>Presentations:</b> Status Report/Poster session on Final Project		
26	<b>Final:</b> San Diego Business Team Project		
May 3	<b>Final:</b> San Diego Business Team Project		