

**COM 100 (3 units): Principles of Human Communication**  
**Department of Communication & Theatre**  
**Fall 2015**

PLNU *forward*

**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.*

|                                   |  |
|-----------------------------------|--|
| <b>Meeting days:</b> Tuesday      | <b>Instructor title and name:</b><br>Prof. Ashley Nuckels Cuevas, M.A.       |
| <b>Meeting times:</b> 6:00-8:40pm | <b>Phone:</b>  |
| <b>Meeting location:</b> C 202    | <b>E-mail:</b> anuckels100@pointloma.edu                                     |
| <b>Additional info:</b>           | <b>Office location and hours:</b><br>Cabrillo Annex 103 T/R 11:00am - 4:00pm |
| <b>Final Exam:</b> (day/time)     | <b>Additional info:</b>  |

#### REQUIRED MATERIALS & RESOURCES

 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.



<https://canvas.pointloma.edu/login> Critical information will be communicated via Canvas.

#### 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

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

#### COURSE CREDIT HOUR INFORMATION

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.

#### COURSE PROCEDURE

1. You are expected to be familiar with all material in Canvas, including this syllabus and class schedule.

## ASSESSMENT & GRADING

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### Grade Scale (% to Letter):

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

### Course Point Values:

| Assignment   | Point Value |
|--|-------------|
| Quizzes (5 Quizzes at 20 pts. Each)                        | 100         |
| *6 Total Quizzes Lowest Quiz Score will Be Dropped         |             |
| Speech of Introduction                                     | 50          |
| Speech to Inform   | 100         |
| Speech to Persuade   | 150         |
| Group Presentation   | 150         |
| In Class Peer Evaluations (4 Evaluations at 25 pts. Each)  | 100         |
| Midterm Exam   | 100         |
| Final Exam   | 200         |
| Out of Class Observations (2 Observations at 25 pts. Each) | 50          |
| <b>Total</b>   | <b>1000</b> |

### Optional

**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 task.

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

## STUDENT RESPONSIBILITY

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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.

## INCOMPLETES AND LATE ASSIGNMENTS

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas.

## ATTENDANCE AND PARTICIPATION

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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.

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## 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 or authorized by the [Disability Resource Center](#) (DRC). The use of these technology devices during any class period will count in your absence.

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## ACADEMIC HONESTY

“PLNU exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed...” (PLNU Catalog). As such students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. 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 following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

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## 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 request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing 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 needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

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## 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 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/ graduate as appropriate) academic catalog.

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## 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 and on Canvas. No requests for early examinations or alternative days will be approved.

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## COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **COURSE SCHEDULE AND ASSIGNMENTS**

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1. There are four (4) speaking assignments required for this course: One is partner based, two are individual and one is a group speech.
2. There are multiple written assignments required for this course.
3. A midterm and final (cumulative) exam will be given.
4. See Canvas for additional assignment details & schedule.

## **EXPLANATION OF CLASS ASSIGNMENTS – See Canvas for details, examples and links.**

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### **1. Speech of Introduction:**

- a. Description: In teams of two, students will introduce each other to the class. This assignment is meant to act as a conduit for you to get to know your fellow classmates while overcoming the initial barrier of speaking and presenting in front of the class. It allows you a chance to become accustomed to the structure and format that will be required for all presentations and assignments throughout this course.
- b. Requirements: Must answer all of the specified questions as well as provide a physical copy of the speech outline and last 1:30-3:00 minutes.
- c. Style Standard: APA. Times New Roman, size 12 font, double spaced.

### **2. Speech to Inform:**

- a. Description: Your job is to inform the class about something or someone that you believe they would find interesting and most likely do not already know about. **This assignment is meant to combine your skills if research and presentation.**
- b. Requirements: Students must inform the class on an approved topic that utilizes 3-5 credible sources and last 3:30-5:00 minutes. Additionally, a physical copy of the speech outline must be provided to the instructor for grading purposes.
- c. Style Standard: APA. Times New Roman, size 12 font, double spaced.

### **3. Speech to Persuade:**

- a. Description: You are being given the opportunity to not only educate your fellow classmates about an issue but offer your own idea of a solution to that problem that your classmates would be able pursue on their own time. This assignment is meant to combine your skills of research, presentation and argumentation.
- b. Requirements: Students must inform the class on an approved topic that utilizes 5-8 credible sources and last 6:00- 7:30 minutes. Students must identify a problem and utilize one or more persuasive techniques discussed in the textbook to convince the audience that the issue is important. A solution or call to action must also be provided. Additionally, a physical copy of the speech outline must be provided to the instructor for grading purposes.
- c. Style Standard: APA. Times New Roman, size 12 font, double spaced.

### **4. Group Debates:**

- a. Description: Students will be assigned to teams and given topics for debate.
- b. Requirements: Students must attend class on their specified day for evaluation in order to complete this assignment. Students must present the outlines for their debate speeches with cited evidence. Students are also required to turn in their “flow” or notes of their debate round.
- c. Style Standard: APA. Times New Roman, size 12 font, double spaced.

### **5. In Class Peer Evaluations:**

- a. Description: Students will be given forms that they will fill in with comments on the presenter’s speech structure and presentation.
- b. Requirements: Students must attend class on their specified day for evaluation in order to complete this assignment.
- c. Style Standard: Non Applicable.

## 6. Quizzes:

- a. Description: Quizzes will cover the reading material that is due on the day the quiz is scheduled.
- b. Requirements: Students must be present in class in order to take the quiz. Six (6) quizzes will be administered the lowest score will be dropped meaning only 5 quizzes will go towards your final grade.
- c. Style Standard: Non Applicable.

## 7. Out of Class Evaluations:

- a. Description: Students will attend two (2) public speaking events where they will evaluate the speaker(s).
- b. Requirements: Evaluation must be a minimum 2 pages in length and identify the strengths and weaknesses of the speaker.
- c. Style Standard: APA. Times New Roman, size 12 font, double spaced.

## COURSE CALENDAR

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| Date | Discussion/ Activity  | HW Due   | HW Assigned   |
|------|---|--|---|
| 9/8  | Presentation of Syllabus<br>Ch. 1: The Human Communication Process<br>Speech of Introduction &<br>Ch. 2: Foundations of Verbal Language |  | Ch.1(pg. 2-31)<br>Ch. 2 (pg. 35-44)<br>Speech of Introduction<br>Ch. 4 (pg. 81-84, 94-104)<br>Ch. 11 & Ch. 12 (pg. 294- 298, 299-308, 310-316, 320-333) |
| 9/15 | Quiz #1<br>Ch. 4: Listening<br>Ch. 12: Public Speaking: Developing the Message &<br>Ch. 13: Public Speaking: Structuring the Message    | Speech of Introduction,<br>Ch. 1 & Ch. 2<br>Ch. 4 , Ch. 11 &<br>Ch. 12 | Ch. 13 (pg. 346-357)<br>& Ch. 16 (pg. 414-428)  |
| 9/22 | Quiz #2<br>Ch. 14: Public Speaking: Informative Speech &<br>Ch. 16: Public Speaking: Presenting the Speech                              | Ch. 13 & Ch. 16  | Speech to Inform  |
| 9/29 | Speech to Inform  |  | Midterm Review  |

|             |  |  |  |
|-------------|--|--|--|
| 10/6        | Speech to Inform Cont. &<br>Midterm Review   | Midterm Review                                 |  |
| 10/13       | Midterm  |  | Ch. 3 (53-73) & Ch. 6<br>(pg. 131-151, 159-170)                    |
| 10/20       | Quiz #3<br>Ch. 3: Nonverbal Communication &<br>Ch. 6: Interpersonal and Electronically<br>Mediated Communication         | Ch. 3 & Ch. 6                                  | Ch. 7 (pg. 174-177,<br>181-194, 204-205) &<br>Ch. 15 (pg. 386-411) |
| 10/27       | Quiz #4<br>Ch. 7: Interpersonal Skills and Conflict<br>Management &<br>Ch. 15: Public Speaking: The Persuasive<br>Speech | Ch. 7 & Ch. 15                                 | Speech to Persuade   |
| 11/3        | Speech to Persuade   |  | Ch. 9 (244-262, 265-268)   |
| 11/10       | Speech to Persuade Cont. &<br>Ch. 9: The Concepts of Groups  | Ch. 9  | Ch. 10 (pg. 272-280,<br>282-287, 288-289)                          |
| 11/17       | Quiz #5<br>Ch. 10: Participating in Groups &<br>Group Debates Explanation and<br>Assigning Groups & Group Work Time      | Ch. 10   |  |
| 11/24       | Group Debates Work Day   | Group Debates<br>and Sample Visual<br>Aids     |  |
| 12/1        | Quiz #6<br>Group Debates   | Group Member<br>Evaluations (Done<br>in Class) | Final Review   |
| 12/8        | Group Debates Cont. & Final Review   | Final Review                                   |  |
| 12/14-18/15 | Final  |  |  |