

**COM 100 (1): Principles of Human Communication**  
**Department of Communication & Theatre**  
**Point Loma Nazarene University**  
**Fall 2017**

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**Office Hours:** 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**

At the end of the course, you should be able to do the following:

1. Describe and discuss the process of human communication.
2. Identify and explain the basic components of an effective speech.
3. Interact competently in dyadic and small group experience.
4. Construct and deliver informational and persuasive speeches.

**COURSE TEXT**

Berko, R.M., Wolvin, A. D. & Wolvin, D. R. *Communicating: A Social, Career sand Cultural Focus*. (12<sup>th</sup> Ed.). New York: Houghton Mifflin Company.

**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. Food must be consumed outside of the classroom, but drinks are fine.
2. **ATTENDANCE:** Regular attendance in required. You need to be present to learn and this is a participation course. Roll will be taken at the beginning of each class meeting. Excused absences (University-sponsored sports, forensics or other activities) need to be brought to my attention in email **before** the day(s) you will be absent. See “Academic Policies” in the undergraduate academic catalog.
3. **SYLLABUS:** You are responsible for the due dates stated in the schedule. 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 Canvas messages 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 24 hours for a response from me. If you have not received a response within 24 hours, please follow up.
5. **QUIZZES** will be given on the chapters and material assigned, as indicated on the syllabus. Make-ups will not be given unless you make prior arrangements with me.
6. **FINAL EXAMINATIONS.** No accommodations for early examinations or alternative days are allowed per university policy. The final examination schedule is posted on the “Class Schedules” site.
7. **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.

8. **SPEECHES:** 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 ( you may not exchange your speech on your assigned speech day)** . I am not responsible for finding another student to switch with you.
9. **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."
10. **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.
11. **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

Assignment	Description <i>(please see Canvas for detailed descriptions of each assignment)</i>	Points
<b>Major Speeches</b>	Informative Speech	100
	Group Speech	100
	Persuasive Speech	100
<b>Mini Speeches</b>	Hero Speech	10
	Scripture Speech	20
	To Be Determined	20
<b>Assignments</b>	Chapter Outlines and class presentation as assigned (10 pts each) <ul style="list-style-type: none"> <li>• Chapter 6: Interpersonal Communication &amp; Electronically Mediated Communication</li> <li>• Chapter 7: Interpersonal Communication &amp; Conflict Management</li> <li>• Chapter 14: Public Speaking: The Informative Speech</li> <li>• Chapter 11: Public Speaking: Planning the Message</li> <li>• Chapter 12: Public Speaking: Developing the Message</li> <li>• Chapter 13: Public Speaking: Structuring the Message</li> <li>• Chapter 15: Public Speaking: The Persuasive Speech</li> <li>• Chapter 9: The Concepts of Groups</li> <li>• Chapter 10: Participating in Groups</li> <li>• Chapter 8: The Interview</li> </ul>	100
	Resume & Mock Interview	50
<b>Peer Feedback</b>	Each student will give feedback to three peers for the Informative and Persuasive Speeches (5 critiques @ 10 pts each)	50
<b>Reading Quizzes</b>	There will be 3 quizzes for chapter reading (2 quizzes @ 15 pts each & 1 quiz @ 20 points)	50
<b>Final Evaluation</b>	Exam – cumulative	200
<b>Attendance &amp; Participation</b>		100
<b>TOTAL POINTS</b>		<b>900</b>

## GRADING SCALE

Points	Percentage	Grade
825 – 900	93 – 100	A
795 – 824	90 – 92	A-
785 – 794	88 – 89	B+
725 – 784	83 – 87	B
695 – 724	80 – 82	B-
675 – 694	78 – 79	C+
625 – 674	73 – 77	C
595 – 624	70 – 72	C-
575 – 594	68 – 69	D+
525 – 574	63 – 67	D
495 – 524	60 – 62	D-
0 – 494	0 - 59	F

## PARTICIPATION RUBRIC

Points	Grade	Description
100 - 90	A	Frequent participation in class discussions; listens and responds with thoughtful ideas; is proactive in offering ideas & viewpoints in group work; does not engage in distracting behavior (social media, texting, looking at other sites/homework while “taking notes”)
80 - 89	B	Participates in most class discussions; responds to others’ input with little prompting; may engage in distracting behavior
70 - 79	C	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 & below discussions, even with prompting; engages frequently in distracting behavior

## 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—a 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.

**READING QUIZZES:** These assignments are objectively graded. Two (2) quizzes have 15 questions with each question worth one (1) point each. One (1) quiz has 20 questions with each question worth one (1) point each. The quizzes will cover the material of the text, whether or not the material was covered in class.

**WRITTEN ASSIGNMENTS:** The written outline assignments are to help you analyze certain communication concepts, to think critically about the most significant concepts and have prepared study guides for the final. These assignments will also help you prepare for the oral portion of the final exam. Requirements for each assignment will be distributed well ahead of the due date. These assignments will be graded on the presence of critical thinking, insightful analysis concepts and understanding of the material.

**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 outline and the delivery.

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

For the **delivery of the speech**, I look for application of the speech delivery concepts presented in class and in the textbook, evidence of rehearsal of the speech and, for each speech after the first major speech, improvement in delivery style. 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 COM 100. Participation includes, but is not limited to, volunteering points of view in class discussions, engaging in active listening of fellow students, refraining from texting, looking at 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 speech outlines, the final written assignment and 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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### **CLASS SCHEDULE**

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

<b>Date</b>	<b>Topic(s)</b>	<b>Assignment(s)/Readings Due</b>	<b>Homework</b>
August 29	Welcome & Class overview Speeches of Introduction		
30	Listening Parts of a Speech	- <b>Critical Thinking</b> - <b>Analyze Communication Concepts</b> - Ch. 4 – “Listening” - Ch. 5 – “The Self & Perception”	Prepare Hero Speech
September 1	Hero Speeches	- Ch. 6 – “Interpersonal and Electronically Mediated Communication”	Read & outline Chapter 6
6	Hero Speeches	- Ch. 7 – “Interpersonal Skills and Conflict Management”	Read & outline Chapter 7
8	Interpersonal Communication Scripture Speeches	- <b>Analysis #1 – Interpersonal &amp; Intercultural Communication</b> <i>(submit on Canvas)</i>	<input type="checkbox"/> Study for Quiz #1
11	<b>Scripture Speeches</b> <b>Quiz #1 Chapters 6 &amp; 7</b>	- Ch. 14 – “Public Speaking: The Informative Speech”	- Informative Speech: Brainstorm topics - Read & outline Chapter 14
13	-Informative Speaking -Topic Selection & Research	- Ch. 14 – “Public Speaking: The Informative Speech” -Ch. 11 – “Public Speaking: Planning the Message”	-Informative Speech: Decide on a topic -Read & outline Chapter 11

15	-Topic Selection & Research	- Ch. 11 – “Public Speaking: Planning the Message”	-Begin researching your topic
18	Speech Development	- Ch. 12 – “Public Speaking: Developing the Message”	- Informative Speech: Research your topic; decide on 3 – 4 main points -Read & outline Chapter 12
20	Speech Organization	- Ch. 12 – “Public Speaking: Developing the Message”  - Ch. 13 – “Public Speaking: Structuring the Message”	-Read & outline Chapter 13 -Begin drafting speech content outline
22	Speech Organization (continue)	- Ch. 13 – “Public Speaking: Structuring the Message”	Study for Quiz #2
25	Quiz #2 – Chapters 11; 12;13;14	- Ch. 16 – “Public Speaking: Presenting the Message”	Informative Speech: Begin making delivery notes from your content outline
27	-Speech Delivery  -Non-Verbal Communication	- Ch. 3 - “Nonverbal Communication”  - DRAFT Informative Speech Outlines for 10/2 speakers (submit on Canvas)	-Informative Speech ~ polish speech outline  - PRATICE YOUR SPEECH!!
29	Non-Verbal Communication	- Ch. 3 - “Nonverbal Communication”  - DRAFT Informative Speech Outlines for 10/4 speakers (submit on Canvas)	-Informative Speech ~ polish speech outline  - PRATICE YOUR SPEECH!!
October 2	Informative Speeches	- FINAL Informative Speech Outlines 10/2 speakers (paper copy, submit in class)  - DRAFT Informative Speech Outlines for 10/6 (submit on Canvas)	-Informative Speech ~ polish speech outline  - PRATICE YOUR SPEECH!!
4	Informative Speeches	- FINAL Informative Speech Outlines 10/4 speakers (paper copy, submit in class)  - DRAFT Informative Speech Outlines for 10/9 (submit on Canvas)	-Informative Speech ~ polish speech outline  - PRATICE YOUR SPEECH!!
6	Informative Speeches	- FINAL Informative Speech Outlines 10/6 speakers – final draft (paper copy)  - DRAFT Informative Speech Outlines for 10/11 (submit on Canvas)	-Informative Speech ~ polish speech outline  - PRATICE YOUR SPEECH!!
9	Informative Speeches	- FINAL Informative Speech Outlines 10/9 speakers – final draft (paper copy)	-Informative Speech ~ polish speech outline  - PRATICE YOUR SPEECH!!
11	Informative Speeches	-FINAL Informative Speech Outlines 10/11 speakers – final draft (paper copy)	

13	Persuasion I	- Ch. 15 – “Public Speaking: The Persuasive Speech”	-Persuasive Speech: Brainstorm topics!
16	Persuasion II	- Ch. 15 – “Public Speaking: The Persuasive Speech”	-Persuasive Speech: Choose topic -Read & outline Chapters 9 & 10
18	Group Communication I	- Ch. 9 – “The Concepts of Groups”	- Group Speech: Assign tasks -Study for Quiz #3
20	Fall Break – No Class		
23	-Quiz # 3 Chapters 9 & 10 -Group Communication II	- Ch. 10 – “Participating in Groups” - DRAFT Persuasive Speech Outlines 10/30 speakers (optional; submit on Canvas)	
25	-Group Project work session -Quiz #3 Chapters 9 & 10	- DRAFT Persuasive Speech Outlines 11/1 speakers - rough draft (optional; submit on Canvas)	-Persuasive Speech: Polish outline -Practice your speech! -Group Speech: Conduct background research. Write section
27	No Class! Time available for individual assistance/questions/etc.		-Persuasive Speech: Polish outline -Practice your speech! -Group Speech: Conduct background research. Write section
30	Persuasive Speeches	- FINAL Persuasive Speech Outlines 10/30speakers (paper copy; submit in class) - DRAFT Persuasive Speech Outlines for 11/3 – rough draft (optional; submit on Canvas)	- Persuasive Speech: Polish outline - Practice your speech!
November 1	Persuasive Speeches	- FINAL Persuasive Speech Outlines 11/1 speakers – final draft (paper copy – submit in class) - DRAFT Persuasive Speech Outlines for 11/6 – rough draft (optional; submit on Canvas)	-Persuasive Speech: Polish outline - Practice your speech!
3	Persuasive Speeches	- FINAL Persuasive Speech Outlines 11/3 speakers (paper copy – submit in class) - DRAFT Persuasive Speech Outlines for 11/8 – rough draft (optional; submit on Canvas)	- Group Speech: Compile and synthesize observations
6	Persuasive Speeches	- FINAL Persuasive Speech Outlines 11/6 speakers (paper copy – submit in class)	-Persuasive Speech: Polish outline -Practice your speech!
8	Persuasive Speeches	- FINAL Persuasive Speech Outlines 11/8 speakers (paper copy – submit in class)	-Group Speech: Write analysis of observations and individual reflections
10	No Class! Well done on your speeches!		
13	Impromptu Speeches		- Group Speech: Compile outline - Prepare for speeches of introduction
15	Speeches of Introduction and Impromptu Speeches		Prepare for interviews
17	Job Interviews		Breakfast foods!
20	“Dinner Party”		
22 and 24	No class – Thanksgiving	- DRAFT Group Speech Outlines for 11/29 – full	-Be thankful that you are almost done

		<b>rough draft (have one person submit on Canvas)</b>	<b>(and start planning your group presentation notes)</b>
27	Group Communication Lab	- <b>Group Speech Outlines for 12/1 – full rough draft (have one person submit on Canvas)</b>	- Group Speech: Polish outline; practice presentation
29	<b>Group Speeches</b>	- <b>Group Speech Outlines – final draft (paper copy – submit in class)</b> <b>Group Speech Outlines for 12/4 – full rough draft (have one person submit on Canvas)</b>	- Group Speech: Polish outline; practice presentation - Complete and submit Peer Evals for Group Speech. Due: Friday, Dec 9 at 11:59 p.m.
December 1	<b>Group Speeches</b>	- <b>Group Speech Outlines – final draft (paper copy – submit in class)</b>	
4	<b>Group Speeches</b>	- <b>Group Speech Outlines – final draft (paper copy – submit in class)</b>	- Complete and submit Peer Evals for Group Speech. Due: Friday, Dec 9 at 11:59 p.m. - Study for written exam
6	<b>Study Session for Written Exam Or final speech</b>	<b>TBD</b>	
8	<b>Study Session for Written Exam Or Final Speech</b>	<b>TBD</b>	
11	<b>Final Exam part #1 – written TBD</b>	<b>In class; multiple choice/written portion of final exam TBD</b>	- Compose presentation for oral exam
13-15	<b>Final Exam part #2 – oral (time and date TBA)</b>	<b>Details TBA</b>	- Go forth and celebrate!