

COM 100: Fall 2017
Principles of Human Communication
Mondays 4:30-7:10 PM
2600 Laning Road, Liberty Station: Room 207

Instructor: Chad Stewart, MBA, MS

Office Hours: On request before or after Monday class

Email: cstewart@pointloma.edu

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.

Themes:

- **Storytelling**
- **Creativity**
- **Themes**
- **Emotions**
- **Humor**
- **Innovation**

Course Learning Outcomes: By the end of the semester, students will be able to:

- Describe and discuss the process of human communication.
- Identify and explain the basic components of an effective speech.
- Interact competently in dyadic and small group experience.
- Construct and deliver informational, persuasive, and group speeches.
- Comprehend the importance of storytelling and its ability to persuade.
- Think creatively in approaching projects and analyzing problems.

Course Overview

- In this interactive course, we will share ideas, knowledge and experiences. Students will be graded based on their contribution and involvement throughout the semester. This is a communications class, and I expect each student to communicate clearly, listen intently, ask questions and come to each session prepared. We will not only learn from the readings and videos, but also from one another. This class is meant to be informative, thought-provoking and fun.

Movie Assignment

- *The Great Debaters* (2007)

Required Books

- Berko, R.M., Wolvin, A. D. & Wolvin, D. R. *Communicating: A social and career focus.* (12th Ed.). New York: Houghton Mifflin Company.
- All other reading will be linked through Canvas or handed out in class

Course Requirements and Expectations

- 1) **Professionalism:** Please arrive on time. Turn off your cell phones before class starts and place them where they will not be a distraction. Personal computers, tablets and 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 viewing social networking sites on laptops during class time.
- 2) **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. If you have not received a response within 48 hours, please follow up.
- 3) **Syllabus:** You are responsible for the due dates stated in the syllabus. If changes to the syllabus are given verbally in class, any student absent on that day is responsible for getting the changes.
- 4) **Quizzes** will be given each class on the chapters and material assigned that week, as indicated on the syllabus. Make-ups will not be given unless you make prior arrangements.
- 5) **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 late, 5 points will be deducted from your score each day the assignment is late. No assignments will be accepted beyond a week after the due date.
- 6) **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. I am not responsible for finding another student to switch with you.
- 7) **Writing:** Writing is an important part of the grading in this course, which is about learning how to translate ideas into clear, concise thoughts and sentences. Speech outlines and other assignments must be submitted through email before the beginning of class on the due date. Assignments that are late or submitted in any other manner will not be accepted. To maintain consistency, all written assignments must be typed; all margins will be one inch (1"); spacing will be one-and-a-half (1.5); and the font will be New Roman Times. Grammar, sentence structure, format and spelling will be considered in the grading of all written work. You must use APA citation style in all papers that require citations.
- 8) **Final Examination** is scheduled on December 12th. No accommodations for early examinations or alternative days are allowed per university policy. The final examination schedule is posted on the "Class Schedules" site.

Attendance

- Attendance will be taken in all classes. Students will be allowed, without penalty, absences equal to one week's class. Students participating in programs representing the university that will require absences exceeding the allowed number are to make arrangements at the beginning of the semester or as soon as the student is aware of any conflict with class meetings. Medical excuses and excuses from other faculty members will not affect the absence but will be considered when allowing makeup work for tests, quizzes, etc.
- Please plan accordingly and use your absence wisely (this includes doctor appointments or employment issues). There are no exceptions to this policy, so please do not ask (barring serious illness or emergency, of course).
- Class attendance means that you are fully engaged in the course. Students who choose to read other material not related to the class, engage in irrelevant or disruptive conversations, study for their next class or use cell phones or other technologies will be counted as absent for the day. If such behavior continues, those students will be asked to leave the class. Cell phones must be turned off during class. There will be no texting or communication with others while in class. You can check your phone or make calls at the break or after class. If there is a medical emergency or family issue, please let me know.
- Students who will miss class because of a required university activity must submit any assignments that are due on the date being missed prior to that date.
- As noted in the university catalog, students who miss ten percent (10%) of class sessions will be reported to the Vice Provost of Academic Administration. Missing twenty percent (20%) of class sessions will result in the student being disenrolled from this course.
- In the event that you miss a session, you will be expected to get notes, handouts and assignments from another student in the 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) with the withdrawal procedure. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may result in a grade of F on your official transcript.

Academic Dishonesty

At PLNU, we want you to exhibit integrity in your work. Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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.” Essentially, if you turn in work that is another person’s work, without giving credit to the original person, it is plagiarism that is punishable by an automatic failing grade in this class (see PLNU’s Academic Policies for more details).

Technology Policy

Computers (laptops) may be used during class only for taking notes. Cell phones are only allowed when permitted by the professor for in-class projects. Please turn off the phone when you get to class, unless discussed with the professor prior to class, and at that point, the cell phone will be on vibrating mode with the sound turned off. Students who use their cell phones when not permitted will be counted as absent. Making audio or video recordings of class sessions is not allowed. Students may not mass distribute any course materials in any form (print or online) without prior permission of the instructor.

Notice to Students with Disabilities

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 accommodation. 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 the proper 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. The policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) 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 the student’s written permission. This class will meet the federal requirements by distributing all grades and papers individually or posting scores to Canvas. 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 undergraduate student catalog.

Changes to Syllabus

The instructor reserves the right to make amendments or deletions to this syllabus. It is each student’s responsibility to stay current and be aware of any changes.

Grading

| Assignment | Description | Points |
|----------------------------|---------------------------------------|------------|
| Attendance & Participation | Overall Participation | 50 |
| Major Speeches | Informative Speech (5-7 minutes) | 40 |
| | Persuasive Speech (6-8 minutes) | 60 |
| | Group Presentation (17-20 minutes) | 80 |
| Mini Speeches | Speech of Introduction | 15 |
| | Impromptu - Elevator Speech | 20 |
| | Table Topics | 25 |
| Assignments | Videos: Speech Observation (In-Class) | 50 |
| Peer Feedback | Student feedback (2 Speeches) | 25 |
| Reading Quizzes | Based on Readings (6 quizzes) | 60 |
| Final Evaluation | Exam – cumulative | 75 |
| Total | | 500 |

Grading Scale

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|---------|----|---------|----|
| 470-500 | A | 370-384 | C |
| 450-469 | A- | 350-369 | C- |
| 435-449 | B+ | 335-349 | D+ |
| 420-434 | B | 320-334 | D |
| 400-419 | B- | 300-319 | D- |
| 385-399 | C+ | 0-299 | 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; |

Grading Policy

Grades are based on a point system (listed above) that makes it easy for students to keep track of their grades throughout the semester. Again, this class includes both individual and group work. Students are expected to share ideas, insights and experiences to earn participation points. Your complete focus and involvement are required, and I will grade accordingly. The core of my grading philosophy is that one's grade is earned. 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”. 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.

Participation

Participation is one of the *key components* in a course such as COM 100. Participation includes, but is not limited to, questions, volunteering points of view in class discussions, engaging in active listening of fellow students, refraining from texting, surfing the Internet on laptops, and 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.

Reading Quizzes

These assignments are objectively graded. Each quiz has 10 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.

Assignments

There are only a few assignments that are a blend of spoken and written material. They are designed to measure and enhance your understanding of different aspects of communication. Requirements for each assignment will be distributed well ahead of the due date. These assignments will be graded on critical thinking and insightful.

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 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. **Make sure each page is numbered.**

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.

Assignment Style & Formatting

All speech outlines, the final paper and assignments must be typed; all margins will be one inch (1"); spacing will be one-and-a-half (1.5); and the font will be New Roman Times. Grammar, sentence structure, format and spelling will be considered in the grading of all written work. Speech outlines are required to use APA formatting for source citations and bibliographies.

Please refer to 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 | |

Final Notes

- 1) You must complete all the course assignments to pass the class.
- 2) 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.
- 3) Each speech will be evaluated based on several criteria. Grading is both subjective and objective.
- 4) Each student is required to **dress professionally** when presenting speeches.

COM 100 Course Calendar

Mondays 4:30-7:10 PM
Liberty Station/Room 207

August 29

Topic: **Welcome & Class Overview**
Areas Covered: - Speeches of Introduction
- Discuss Topics, Policies and Speeches
- Assign Groups (4-5 students per group)
- Storytelling: What's Your Story?
Chapters Covered: Chapter 3: "Non-Verbal Communication"
Chapter 4: "Listening"
TED Talk: **Amy Cuddy: *Your Body Language Shapes Who You Are***
Group Discussion
Due Next Week: Read Chapters: 3, 4, 5 (Will be on Final)

September 4

Topic: **No Class: Labor Day**

September 11

Topic: **Listening: The Self and Perception**
Chapters Covered: Chapter 4: "Listening"
Chapter 5: "The Self and Perception"
TED Talk: **JJ Abrams: *The Magic Box***
Group Discussion
Due Next Week: Read Chapters: 6, 7

September 18

Topic: **Interpersonal Communication & Intercultural Communication**
Quiz 1: Chapters: 6-7
Chapters Covered: Chapter 6: "Interpersonal and Electronically Mediate Communication"
Chapter 7: "Interpersonal Skills and Conflict Management"
TED Talk: **Sir Ken Robinson: *Do Schools Kill Creativity*** (TED Talks 2006)
Group Discussion
Due Next Week: Read Chapters: 11, 14
Movie: *The Great Debaters*
(Writing assignment)

September 25

| | |
|-------------------|--|
| Topic: | Informative Speaking: Topic Selection & Research |
| Quiz 2: | Chapters: 11, 14 |
| Chapters Covered: | Chapter 11: "Public Speaking: Planning the Message" Chapter 14: "Public Speaking: The Informative Speech" |
| TED Talk: | Simon Sinek: "How Great Leaders Inspire Action" Group Discussion |
| Due Next Week: | Chapter: 12, 13 |
| Assignment: | Choose a Topic & Partner for Informative Speech Get topic approved by Professor Begin researching Topic (prepare notes) |

October 2

| | |
|-------------------|---|
| Topic: | Speech Development & Organization |
| Quiz 3: | Chapters: 12, 13 |
| Chapters Covered: | Chapter 12: "Public Speaking: Developing the Message" Chapter 13: "Public Speaking: Structuring the Message" |
| Video: | Leadership: John C. Maxwell Group Discussion |
| Due Next Week: | Chapter: 16 Review Chapter: 3 |
| Assignment: | Write Draft Outline for Informative Speech |

October 9

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|-------------------|--|
| Topic: | Delivery and Visual Aids: Speech Workshop |
| Quiz 4: | Chapter: 3, 16 |
| Chapters Covered: | Chapter 3: "Non-verbal Communication" Chapter 16: "Public Speaking: Presenting the Message" |
| TED Talk: | Birke Baehr: "What's Wrong with Our Food System" Group Discussion |
| Assignment: | Prepare for Informative Speech (Practice, Practice, Practice) |

October 16

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|------------------|--|
| Topic: | Presentations: Informative Speeches |
| Submit in Class: | Final Informative Speech Outline (Paper Copy) - First Student Speech Review due by end of class |
| Due Next Week: | Chapters: 9, 10 |

October 23

- Topic:** **Group Communication**
- Quiz 5:** Chapters: 9, 10
- Chapters Covered:** Chapter 9: "The Concepts of Groups"
Chapter 10: "Participating in a Group"
Choose Teammates for Group Project (Research Topics)
- TED Talk:** **Sir Ken Robinson: "Bring on the Revolution"** (2011)
Group Discussion
- Due Next Week:** Chapter: 15
-

October 30

- Topic:** **Public Speaking: The Persuasive Message**
- Quiz 6:** Chapter: 15
- Chapters Covered:** Chapter 15: "Public Speaking: The Persuasive Message"
- TED Talk:** **Ben Ambridge: *Ten Myths About Psychology***
Group Discussion
- Due Next Week:** Prepare Elevator Speech (Impromptu)
Determine Persuasive Speech Topic (Get approval from Professor)
Group Project: Continue Topic Research & Compile Notes
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November 6

- Topic:** **Impromptu: Elevator Speeches**
- (Students will pick a Topic: List of 5)
- Persuasive Speech Workshop**
- How to be Effective & Engage your Audience
- Using Humor to Entertain and Persuade
- TED Talk:** **Sir Ken Robinson: "How to Escape Education's Death Valley"** (2013)
Group Discussion
- Due Next Week:** Finalize Persuasive Speech Outline & Delivery Notes
Group Project: Continue Topic Research & Compile Notes
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November 13

- Topic:** **Persuasive Speeches**
- Second Student Speech Review due by the end of class
- Submit in Class:** Final Persuasive Speech Outline (Paper Copy)
- Due Next Week:** Work on Persuasive Speech (Practice)
Group Project: Continue Analysis Section
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November 20

Topic: **Persuasive Speeches**
- Second Student Speech Review due by the end of class

Submit in Class: Final Persuasive Speech Outline (Paper Copy)

Due Next Week: Group Project: Continue Analysis Section
Group Project: Plan Presentation
Study for Exam

November 27

Topic: **Group Project Workshop**
- Work on Group Presentation

Final Exam Study Session

Due Next Week: Group Project Outline Draft: Submit to Professor

December 4

Topic: **Group Presentations**

Submit in Class: Final Group Presentation Outline (Paper Copy)

Due Next Week: Peer Evaluations
Study for Exam

December 11

Assignment: Final Exam: Written

Professor Bio

Born in Newport Beach, California, **Chad Stewart** has twenty years of experience as a global strategist, international consultant, prolific writer and public speaker. Founder of the prestigious Devonfield, Chad's areas of expertise are global strategy, film and media production, education and international marketing. Chad has worked at Bank of America, Morgan Stanley and Merrill Lynch. A few of the companies he has consulted with include Cisco Systems, Moen, PepsiCo, Pratt-Whitney and Royal Bank of Scotland. He received a Bachelor of Arts in British Literature and European History from Brown University; did post-graduate work in business and writing at Harvard University; earned an M.B.A. from Boston College; and is pursuing a Master of Science in Advanced Management and a PhD in Strategy at Peter F. Drucker and Masatoshi Ito Graduate School of Management, Claremont Graduate University. Now based in San Diego, he is a strong supporter of education and the arts and sits on the Board of Horizon University; adjunct professor at Fermanian School of Business, Point Loma Nazarene University; and Past President of the Board of Directors of the San Diego Ballet. Chad enjoys world travel; reading; riding, swimming, sailing, tennis, and the Arts.