

Fall 2016

Meeting day: Tuesday	Instructor title and name: Dr. Jeff Birdsell
Meeting times: 5:30-8:30pm	Phone: 619-849-3370
Meeting location: Liberty Station 205A	Office location and hours: Cabrillo 204 Monday/Wednesday 10:30-11:30, 1:30-2:30 Tuesday/Thursday 11-noon, 2-3:30 (other times available for appointments)
Final Exam: Thursday, December 15 4:30pm	E-mail: jebirdse@pointloma.edu Twitter: @ProfBirdsell

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 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

Successful completion of the course should enable you 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 experiences.
- Construct and deliver informational and persuasive speeches.

GENERAL EDUCATION LEARNING OUTCOMES

As a required course for in the PLNU general education program, this course will contribute to the following GELOs. Students who successfully complete this course will

- Demonstrate effective written and oral communication skills, both as individuals and in groups;
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems; and

- Demonstrate the effective and responsible use of information from a variety of sources.
- Examine the complexity of systems in the light of the reconciling work of God in Christ;
- Demonstrate a respect for the relationships within and across diverse communities.
- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Berko, R.M., Wolvin, A. D. & Wolvin, D. R., Aitken, J.E. *Communicating: A Social, Career and Cultural Focus*. (12th Ed.). New York: Houghton Mifflin Company.

COURSE PROCEDURE

1. You are expected to be familiar with all material in this syllabus.
2. You must create a “Live Text” account at the beginning of the semester or you will not receive a final grade.
3. All assignments are to be submitted/turned in by the beginning of the class session when they are due.
4. EVERY assignment must be TYPED. No handwriting is acceptable. Work should be proofread and free of errors.
5. You must take both exams; a failure to complete either of these is grounds for failure in the class regardless of point totals. The exams will include book and discussion material.
6. You must complete all the course assignments in order to pass the class.
7. 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.
8. Each student is required to dress professionally when presenting speeches.
9. Each speech will be evaluated based on several criteria. Grading is both subjective and objective.

CLASS ASSIGNMENTS & COURSE SCHEDULE

1. There are three (3) speaking assignments required for this course: Two are individual and one may be a group speech.
2. There is one written assignment requirement for this course.
3. A midterm and final (cumulative) exam will be given.
4. Additional assignments will be customized by your instructor.
5. See separate document for assignment details & schedule.

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.

ATTENDANCE AND PARTICIPATION

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.

Your attendance will be recorded when you sign in to the daily form that is passed around the classroom. You are responsible to ensure that your signature has been collected on the form. There is not stronger evidence that you were in attendance. If you did not sign in, you will be counted as having missed class regardless of other evidence you may provide.

Missing class will negatively impact your grade in the following way:

- If you miss 0 classes = No impact on final grade
- If you miss 1 class = No impact on final grade
- If you miss 2 classes = 2% reduction of final grade
- If you miss 3 classes = 3% reduction of final grade
- If you miss 4 classes = 4% reduction of final grade
- If you miss 5 classes = 5% reduction of final grade, etc.

At various points in the semester you will be asked to complete in-class activities. Your submissions in response to these activities will contribute to your grade (see Assessment and Grading). These activities may not be made up regardless of the reason for the absence.

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.

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.

While technological resources have made it possible to exchange messages at a greater rate, particularly through email, please remember that just because you're available to send a message

doesn't mean I'm available to respond to those messages. I especially frown upon frantic emails sent hours before an exam or assignment. I typically respond to email within one 24-hour school day (M – F). For example, if you email me at 1:00pm on Wednesday afternoon, I will typically respond by 1:00pm on or before 1:00pm on Thursday afternoon. If you email me at 9:00 am on Saturday morning, I will typically respond on or before 9 am on Tuesday morning. It is your responsibility to plan ahead.

ACADEMIC DISHONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated 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. 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.” See [Academic Policies](#) in the undergrad student catalog.

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.

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 student written permission. This class will meet the federal requirements by (each faculty member 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 student catalog.

ASSESSMENT AND GRADING

Assignment Distribution:	Grade Scale
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		Percentage			Points		
In-class activities (<i>completed activities ÷ total activities</i>)	10% (50 pts)	A	93	- 100	465	- 500	
Exam 1	10% (50 pts)	A-	90	- 92.9	450	- 465	
Informative Speech	20% (100 pts)	B+	87	- 89.9	435	- 450	
Informative Speech Self	10% (50 pts)	B	83	- 86.9	415	- 435	
Evaluation		B-	80	- 82.9	400	- 415	
Persuasive Speech	20% (100 pts)	C+	77	- 79.9	385	- 400	
Persuasive Speech Classmate	10% (50 pts)	C	73	- 76.9	365	- 385	
Evaluation		C-	70	- 72.9	350	- 365	
Impromptu Speech	10% (50 pts)	D+	67	- 69.9	335	- 350	
Exam 2	10% (50 pts)	D	63	- 66.9	315	- 335	
		D-	60	- 62.9	300	- 315	
		F	0	- 59.9	0	- 300	

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Assignments turned in past due will be accepted but the grade will be reduced by 10% as soon as the assignment is tardy and another 10% for every 24 hour period after that.

GRADING

Regardless of your prior experiences with grading, I am insistent that a “C” is considered “average” or acceptable work, grades of “B” and “A” are awarded for above average and exceptional work respectively. Normally, those students receiving A’s represent the top 10 - 25% of a class.

There is a 24-7 rule in this class: you must wait at least 24 hours after receiving a grade to discuss it, and no later than 7 days. Any discussion of grades must occur outside of class time. I will gladly talk about assignments (non-grade issues) past the 7-day period. To avoid confusion, you must (a) document the error in writing, (b) state why you think it is an error (based on the syllabus (course expectations, grading policies, etc.) and specific assignment details.), and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious). These matters will be dealt with promptly. (If an error had been made which benefits you, please accept it as a “gift” which does not need to be reported.)

ASSIGNMENTS AND READINGS

All assignments must be typed (double-spaced, 8.5" x 11" paper, one-side, 225-250 wpp, 1" margins, 12pt font, Times New Roman or Courier typeface) unless otherwise instructed. Use the APA style guide where necessary (see <https://owl.english.purdue.edu/owl/resource/560/01/> for formatting assistance). Written assignments and readings are due at the beginning of class on the appropriate day. Quizzes and online discussions are due according to the times listed in Canvas and on the

attached calendar. The most likely time for your computer/internet connection to crash or printer to die/run out of ink, is minutes before an assignment is due. Please plan ahead.

ASSIGNMENT INSTRUCTIONS, RUBRICS, AND CALENDAR

Refer to the attached pages for assignment instructions, rubrics, and the course calendar. Any modifications to these expectations and dates will be announced in-class or via email and updated on Canvas. During the course of the semester you will be responsible for the following assignments:

Presentations

Informative Presentation: For this assignment you will learn to organize, clarify, refine, and deliver informative messages. Specifically, you will give a 4 to 6 minute “how to” presentation that explains how to do something, how something works, or how something is made. On your presentation day, bring to class a formal outline of your presentation with bibliography and your visual aid. You may also use one note card to refer to throughout your presentation.

Persuasive Presentation: For this assignment you will learn to critically construct, evaluate, and deliver persuasive arguments through various appeals and reasoning. Specifically, you will be asked to argue in favor of a policy for 5 to 7 minutes. Your thesis statement must follow the format “___(Organization X)___ should do ___(Action Y)___.” On your presentation day, bring to class a formal outline of your presentation with bibliography and your visual aid. You may also use one note card to refer to throughout your presentation.

Impromptu Presentation: For this assignment, you will use what you have learned about audience analysis, language use and organization to construct and deliver a 2-3 minute impromptu presentation with 2-3 minutes of preparation.

Exams

The exams cover all materials we have read about or I have lectured on in class. You are responsible for information in the book even if I do NOT lecture on it. I suggest re-reading all the summaries of every chapter assigned, and reviewing all “terms” (not JUST their definitions, but how they also relate to the “big picture” of communication AND to specific concepts).

Presenter Evaluations

A good way to improve your public speaking skills is to evaluate public speaking. Thus, you will be responsible for critiquing your informative presentation and a presentation made by a classmate.

Speech Rubric

	Inadequate (1 pt)	Novice (2 pts)	Good (3 pts)	Excellent (4 pts)
Significance and appropriateness of the Topic	No demonstration of general purpose. Significance is minimal or not stated. No relation to the audience.	Weak demonstration of general purpose. Confused focus. Significance is weak/and or brought in at the end.	Some demonstration of general purpose, but not entirely clear. Brings in significance reasonably early.	Speech reflects strong general purpose. Show significance of topic early enough to engage audience.
Introduction	No attention getting technique is used at all No clear or identifiable thesis. No preview of points.	A minimal attempt is made at getting attention with no delivery. Thesis statement is vague and hard to identify with no discernable preview.	Introduction attempts to get attention, but lacks delivery or length. Thesis statement is generally clear with some vagueness. Some points previewed.	Introduction is attention getting in content and delivery. Thesis statement is very clear and easy to identify. Previews key ideas of speech.
Organization & Content	Main points are not identifiable and follow no organizational pattern. Speech is not well written with little flow and no evidence of signposts or transitions.	Main points are vague with little pattern and are balanced appropriately. Speech is written with little flow or direction. Use of signposts and transitions is weak.	Main points are generally clear and balanced. May follow a logical pattern. Speech is written in coherent and logical manner although may be a bit choppy in places with some use of signposts and transitions.	Main points are clearly developed from the thesis, well balanced, & follow a logical pattern. Speech is well written in that it connects ideas and has a smooth flow. Transitions and signposts are used to engage the listener.
Supporting Material/ Sources	Information is inaccurate and missing source citations.	Weak support with missing or inappropriate information.	Adequate support with some information not cited.	Sufficient, engaging support with appropriate source citation.
Conclusion	No review of points and ends abruptly without impact.	Vague and unclear review of points and ends with little impact.	Some review of the speech and closes with some impact.	Summarizes main points and leaves audience with impact.
Delivery Elements	Lots of pauses and fillers, no evidence of vocal variety. No adaptation in volume or rate. Distracting movements in speech. Little to no eye contact. Little to no poise; flustered and unprepared.	Several vocalized pauses and fillers. Minimal vocal variety or change in tone. Volume and rate not well adapted to audience. Lots of extra movement and fidgeting not complementary to the speech. Little eye contact and poise.	A few vocalized fillers and pauses. Some variation in tone. Volume and rate moderately adapted to audience. Some fidgeting & movement not complementary to the speech. Moderate eye contact was made with moderate poise.	Speech is free of fillers and pauses. Tone varies utilizing vocal variety. Rate and volume are adapted to audience. Gestures and movement are purposeful and natural. Eye contact is steady and comfortable. Overall poised.
Visual Aids	Visual aids were not used correctly or follow correct procedure. Visual aids were not used at all.	Visual aids rarely met presentation guidelines and are not constructed well. Visuals relate to the speech rarely.	Visual aids mostly followed presentation guidelines and were somewhat related to the speech.	Visual Aids follow presentation guidelines (6x6 rule) and have a specific purpose in the speech.

	Inadequate (1 pt)	Novice (2 pts)	Good (3 pts)	Excellent (4 pts)
Procedural Elements	Dress did not meet professional apparel standards. No outline produced; or completely alternative method used. Speech did not adhere to time limits at all.	Dress was too casual and did not appear put together or messy. An inappropriate or different style was utilized with missing parts and citations. Speech was much too long or short for time frame.	Dress attempted to meet professional standards, but too casual. The appropriate outline was used with some missing parts and citations. Speech was close to being in the time frame.	Professional dress and attire were worn. Poise, appropriate, and proficient. The appropriate outline was followed and bibliography cited correctly. Speech fit within the appropriate time limits.

EVALUATION FORM FOR PRESENTATION OUTLINE

Presenter _____ Topic _____

	5 EXCELLENT	3 COMPETENT	1 NEEDS ATTENTION		
Narrow/relevant topic	5	4	3	2	1
Clear purpose/intent	5	4	3	2	1
Covered all required aspects in the Introduction	5	4	3	2	1
Follows rules of proper outline format (Roman Numerals, letters, and numbers)	5	4	3	2	1
Fully developed arguments in the main points	5	4	3	2	1
All sources are cited in the text of the outline	5	4	3	2	1
Used transitions between main points	5	4	3	2	1
Covered all required aspects in the Conclusion	5	4	3	2	1
Reference page/bibliography included with required number of sources in proper format	5	4	3	2	1
Sentence structure, grammar, free of typos	5	4	3	2	1

NOTE: APA Format Resource - (<http://owl.english.purdue.edu/owl/resource/560/01/>)

COMMENTS:

SELF-EVALUATION OF INFORMATIVE PRESENTATION

After reviewing the video of your presentation, you are to write a 2-3 page evaluation essay that assesses the performance of your informative presentation. In your assessment, address the following questions in essay (not outline) form. You may need to watch your video multiple times to fully answer the questions.

1. Content
 - a. Do you think that the focus of your presentation was clear to your audience? Why?
 - b. Given that this was an informative presentation, did you successfully and clearly convey a sense of your topic to your audience? How so?
2. Organization
 - a. How well organized was your presentation?
 - b. Was this organization apparent to the audience or was it only evident to you on paper?
 - c. Did your presentation flow naturally or was it choppy?
3. Delivery
 - a. How conversational were you? Did it seem like you read, memorized, or performed your presentation? How so?
 - b. What aspects of your nonverbal delivery (gestures, eye contact, facial expressions, etc.) were most effective? What aspects of that delivery need improvement?
 - c. What aspects of your vocal delivery (speed, tone, pauses, vocal variation, etc.) made you easily understood and pleasant to listen to? What about your voice impairs your clarity or makes you difficult to listen to?
 - d. What impact did your delivery have on the content of your message?
4. Overall
 - a. Based on this viewing, what one thing do you think you need most work on to improve your presentation skills?
 - b. What will you do to achieve that improvement?

WRITTEN ASSIGNMENT GRADING SHEET

Name: _____

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

DEPTH OF ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you used sources to ground your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

EVALUATION OF CLASSMATE PRESENTATION

After a classmate's presentation, you are to write a 2-3 page evaluation essay that assesses the performance of the presenter. In your assessment, address the following questions in essay (not outline) form. The classmate's presentation will not be recorded so you will want to take notes on both the content and delivery of the presentation as it is delivered live.

1. Content
 - a. Do you think that the focus of the presentation was clear to the audience? Why?
 - b. Given that this was a persuasive presentation? What evidence did the presenter provide to justify her or his claims?
 - c. Was it relevant to you and your classmates? How so?
 - d. In what ways did the presenter appeal to logos and to pathos?
 - e. Are there ways the evidence could have been more convincing?
2. Organization
 - a. How well organized was this presentation?
 - b. Did the presentation flow naturally or was it choppy?
 - c. Was there a recognizable, organizational strategy? How did it contribute to or reduce the persuasive quality of the presentation?
3. Delivery
 - a. How conversational was the presenter? Did it seem like she or he read, memorized, or performed the presentation? How so?
 - b. What aspects of the presenter's nonverbal delivery (gestures, eye contact, facial expressions, etc.) were most effective? What aspects of that delivery need improvement?
 - c. What aspects of the presenter's vocal delivery (speed, tone, pauses, vocal variation, etc.) made it easy to understand and pleasant to listen to? What about the presenter's voice impaired clarity or made it difficult to listen?
 - d. What impact did the presenter's delivery have on the content of the message?
4. Overall
 - a. How well do you think the presenter persuaded the audience? Why?
 - b. What one tip would you offer to the presenter to improve their persuasive skills?

WRITTEN ASSIGNMENT GRADING SHEET

Name: _____

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
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- 9- Exceptional scholarship in every regard, far exceeds expectations

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Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

DEPTH OF ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you grounded your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

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This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9