



Fall 2017

<b>Meeting days:</b> Tuesday/Thursday	<b>Instructor title and name:</b> Prof. Sarah Witmer, M.A.
<b>Meeting times:</b> 11:00 a.m.-12:15 p.m.	<b>Phone:</b> N/A
<b>Meeting location:</b> Cabrillo 102	<b>E-mail:</b> <a href="mailto:switmer@pointloma.edu">switmer@pointloma.edu</a>
<b>Final Exam:</b> Tuesday, December 12 <sup>th</sup> 10:30 a.m. to 1:00 p.m.	<b>Office location and hours:</b> <b>Call or email to set up by appointment. I'd love to meet with you! I just need a <u>few days' notice.</u></b>

**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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION**

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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.

**REQUIRED MATERIALS & RESOURCES**

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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 LEARNING OUTCOMES**

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- 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**

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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

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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

**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.

### ASSIGNMENT VALUES:

Assignment	Point Value	% of grade
Group Chapter Presentation	25	5%
Group Chapter Peer Assessment	5	1%
Quizzes (9 at 5 pts. each)	45	9%
Midterm	75	15%
Resume & Cover Letter	30	6%
Interview	15	3%
Interviewer Assessment	10	2%
Duo Informative Speech	100	20%
Duo Informative Peer Grades (3 days @5 pts. each)	15	3%
Persuasive Speech	125	25%
Persuasive Peer Grades (3 days @5 pts. each)	15	3%
Class Participation	40	8%

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**GRADE CONCERNS:**

If you feel that you were unjustly evaluated on any assignment, please talk with me within 2 weeks after the assignment has been returned. An appeal is welcome by scheduling an appointment via email. Please come with a well-reasoned and written explanation of why the grade should be changed, and I will be happy to discuss it with you. Asking for an appeal and defending your case does not secure, nor imply a change of grade. If at any point during the course you are concerned with your overall class grade or other issues in the course, please feel free to make an appointment or stop by my office. I want to help you learn and succeed in this course.

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**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.

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**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. Missed quizzes and in-class activities cannot be made up by students. Missing class on an assigned speech day without valid notice will result in a zero for that assignment. Homework and other assignments will be accepted late for a reduced grade only if the student gets permission for late submissions before the assignment is due. Homework and other assignments will not be accepted for any credit if turned in late without prior permission for a late extension. So ask for an extension before the assignment is due!

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**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.

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**ASSIGNMENT STYLE & FORMATTING**

All speech outlines, the final paper 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.

## **USE OF TECHNOLOGY**

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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 result in a deduction of 5 points (per use) toward your participation grade.

## **ACADEMIC HONESTY**

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“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.

## **ACADEMIC ACCOMMODATIONS**

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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.

## **FERPA POLICY**

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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.

## **FINAL EXAMINATION POLICY**

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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.

## **COPYRIGHT POLICY**

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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.

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

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### **1. Group Chapter Presentation:**

- a. Description: In groups of 4 (four), students will be assigned 1 (one) chapter from the textbook. As an active member of the group, each student will read and study the chapter, helping the group to decide how best to “teach” the information in the chapter to their fellow students. On the assigned day, the group will present their chapter in the manner they think will best communicate the information to the classroom. Groups will also create five (5) quiz questions to accompany their presentation. The quiz should be easy to understand and cover the chapter material from the group presentation. Remember, you will be graded on the quality of these questions.
- b. Requirements:
  - i. Groups of 4 will present their assigned chapter for 20-25 minutes with a visual element.
  - ii. A group activity (involving the audience) during the speech is required.
  - iii. Each individual student will be responsible for at least one section of their group’s assigned chapter.
  - iv. Each student must speak during the presentation of the chapter.
  - v. Each student must contribute to the visual slideshow that accompanies the presentation.
  - vi. Students must attend class on their specified day to speak
  - vii. Students must fill out peer evaluation forms.
  - viii. No written outline or script is required, although students may create whatever aids they think necessary, including index cards with notes to help speakers during the presentation.
  - ix. Following the presentation, student will give a quiz to the class. The questions must come from material covered in the textbook and the presentation itself. The quiz will consist of five (5) questions. These must be typed out on the final slide of the presentation after the “end” slide. After students have taken the quiz, the group will facilitate peer grading by telling students to trade quizzes and then going over the answers as a class.
- c. Style Standard: Non-Applicable.

## 2. Peer Evaluations:

- a. Description: Students will receive forms with which they provide an honest assessment of what their peers were like to work with in the group speech project. This ensures that all students put in equal amounts of work, and if a student did not do their part, that their team members can be honest about it in an anonymous manner.
- b. Requirements: Students must attend class on their specified day to speak and fill out peer evaluation forms.
- c. Style Standard: Non-Applicable.

## 3. Quizzes:

- a. Description: Quizzes will cover the Chapters that are due on the day class is scheduled. Quizzes will be taken in class, following each group's chapter presentation. Quizzes cannot be re-taken or made up for, no matter the reason for missing the quiz.
- b. Requirements: Students must take the quiz in class on the day the quiz is given. Quizzes will be hand-written on paper, peer-graded by students, and turned in to the professor immediately following grading.
- c. Style Standard: Non-Applicable.

## 4. Midterm:

- a. Description: The midterm examination will cover textbook and in-class lectures on Chapters: 1, 2, 3, 4, 5, 6, 7, 9, and 10. *Note: Chapter 8 is not in the midterm.*
- b. Requirements: Students must attend class on the date of the midterm.
- c. Style Standard: Multiple Choice, True or False, Fill-in-the-blank, and essay.

## 5. Duo Speech to Inform:

- a. Description: Your job is to inform the class about a cultural experience that you believe they would find interesting and most likely do not already know about. This assignment is meant to combine your skills of research and presentation. In groups of two (2) students, you must inform the class on an approved topic that utilizes 4-6 credible sources for 10-15 minutes. Each student must speak for at least 5 minutes and contribute two (2) research sources to the project. Additionally, a physical copy of the speech outline must be provided to the instructor for grading purposes.
- b. Requirements:
  - i. Students must attend an event in a culture they are unfamiliar with. This will be the focus of their informative speech.
  - ii. Students must inform the class on an **approved topic** that utilizes 4-6 credible sources (2-3 credible source per student) and lasts 10-15 minutes. (5:00-7:00 minutes per student).
  - iii. Additionally, a physical copy of the speech outline must be provided to the instructor for grading purposes.
- c. Style Standard: APA style. Cover Page, Times New Roman, size 12 font, double-spaced.

## 6. Duo Informative Speech Peer-to-Peer Grades:

- a. Description: Students will be given forms that they will fill in with an honest assessment of how they think the other duo speeches should be graded. This form will allow students to

experience what it is like to thoughtfully critique a public speech according to fair grading practices.

- b. Requirements: Students must attend class on speech days. No exceptions will be made.
- c. Style Standard: Non-Applicable.

## 7. The Interview:

- a. Description: You are interviewing for a job in a career field of your choice. Your job in this assignment is to get hired.
- b. Requirements:
  - i. You must figure out what job you'd like to apply for and submit a resume and cover on Canvas letter for that position.
  - ii. On the "interview" class date you must show up in professional attire and do your best to get hired. Another student will interview you.
  - iii. You must bring a printed version of your resume for interview day.
  - iv. You will also be assigned a student to "interview." You will be given questions and a sheet to fill out with your assessment of the student assigned.
- c. Resume & Cover Letter Style Standard: This is up to you. What do you think will get you hired?

## 8. 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:
  - i. Students must persuade the class on an **approved topic** that utilizes 5 credible sources and lasts 10-15 minutes.
  - ii. 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.
  - iii. A solution or call to action must also be provided.
- c. Style Standard: APA style. Cover page, Times New Roman, size 12 font, double-spaced.

## 9. Persuasive Speech Peer-to-Peer Grades:

- a. Description: Students will be given forms that they will fill in with an honest assessment of how they think the other speeches should be graded. This form will allow students to experience what it is like to thoughtfully critique a public speech according to fair grading practices.
- b. Requirements: Students must attend class on their specified day to speak and fill out peer grading forms.
- c. Style Standard: Non-Applicable.

## COURSE CALENDAR

Date	Discussion/ Activity	HW Due	HW Assigned
8/29/17	<b>NO CLASS:</b> <b>TUESDAY as a MONDAY schedule</b>		
8/31/17	Class introduction AND Presentation of syllabus		Ch. 1
9/5/17	Ch. 1: The Human Communication Process AND Group Chapter Assignment AND Speaking Basics	Ch.1	Ch. 9 AND Ch. 10
9/7/17	Ch. 9: The Concepts of Groups AND Ch. 10: Participating in Groups AND Group Break-Outs	Ch. 9 AND Ch. 10	Ch. 2 AND Ch. 3
9/12/17	<b>Group A</b> Presents Ch. 2: Foundations of Verbal Language AND <b>Group B</b> Presents Ch. 3: Nonverbal Communication AND Peer Evaluation Forms	Ch. 2 AND Ch. 3	Ch. 4 AND Ch. 5
9/14/17	<b>Group C</b> Presents Ch. 4: Listening AND <b>Group D</b> Presents Ch. 5: The Self and Perception AND Peer Evaluation Forms	Ch. 4 AND Ch. 5	Ch. 6 AND Ch. 7
9/19/17	<b>Group E</b> Presents Ch. 6: Interpersonal and Electronically	Ch. 6	



	Mediated Communication AND <b>Group F</b> Presents Ch. 7: Interpersonal Skills and Conflict Management AND Peer Evaluation Forms	AND Ch. 7	
9/21/17	<b>NO CLASS</b>		
9/26/17	Midterm Prep AND Presentation Grades Returned		Ch. 1, 2, 3, 4, 5, 6, 7, 9, & 10
9/28/17	<b>MIDTERM</b>	Ch. 1, 2, 3, 4, 5, 6, 7, 9, & 10	Ch. 14
10/3/17	Ch. 14: Public Speaking: The Informative Speech	Ch. 14	Ch. 11 & 12
10/5/17	Ch. 11: Public Speaking: Planning the Message AND Ch. 12: Public Speaking: Developing the Message	Ch. 11 & 12	Ch. 13
10/10/17	Ch. 13: Public Speaking: Structuring the Message	Ch. 13	Ch. 16
10/12/17	Ch. 16: Public Speaking: Presenting the Message	Ch. 16	Informative Outline Rough Draft
10/17/17	SPEECH CRITIQUE AND DUO WORK DAY	Outline Rough Draft	Duo Final Outline
10/19/17	Duo Speech to Inform Presentations AND Peer-to-Peer Grading Assessment	All Final Duo Outlines due on Canvas. AND Printed outline for groups presenting	
10/24/17	Duo Speech to Inform Presentations	Printed outline for groups	

	AND Peer-to-Peer Grading Assessment	presenting	
10/26/17	Duo Speech to Inform Presentations AND Peer-to-Peer Grading Assessment	Printed outline for groups presenting	
10/31/17	Duo Speech to Inform Presentations AND Peer-to-Peer Grading Assessment	Printed outline for groups presenting	Ch. 8
11/2/17	Guest Speaker: OSV AND Ch. 8: The Interview	Ch. 8	Resume & Cover Letter Rough Drafts
11/7/17	Resume & Cover Letter Workshop	Resume & Cover Letter (bring computers to class)	Final Resume AND Cover Letter
11/9/17	Interviews	Final Resume AND Cover Letter due on Canvas AND Printed Resume	Ch. 15
11/14/17	Ch. 15: Public Speaking: The Persuasive Speech	Ch. 15	Persuasive Speech Topic
11/16/17	SPEECH CRITIQUE DAY AND Brainstorming Session	Speech Topic Due in class	Speech Sources
11/21/17	Persuasive Speech Work Day	Speech Sources	Speech Outline Rough Draft
11/23/17 <b>THANKSGIVING BREAK NO CLASS</b>			Speech Outline Rough Draft
11/28/17	Persuasive Speech Work Day	Speech Outline	

		Rough Draft Due	
11/30/17	Persuasive Speech Presentations AND Peer-to-Peer Evaluations	Printed outline for presenters	
12/5/17	Persuasive Speech Presentations AND Peer-to-Peer Evaluations	Printed outline for presenters	
12/7/17	Persuasive Speech Presentations AND Peer-to-Peer Evaluations	Printed outline for presenters	
12/11/17-12/15/17	Persuasive Speech Presentations AND Peer-to-Peer Evaluations	Printed outline for presenters	



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