

**COMMUNICATION 1000.3:**  
Principles of Human Communication  
Department of Communication Studies  
Point Loma Nazarene University  
FALL 2020

PLNU *forward*

It's your turn **to speak**



“Good communication is as stimulating as black coffee and just as hard to sleep after.”

-Anne Marrow Lindbergh

“There are two kinds of [public] speakers: those that are nervous, and those that are liars.”

-Mark Twain

“Thanks to the study of neuroplasticity, scientists are finding that the brain actually grows and changes throughout your life. The intense repetition of a task creates new, stronger neural pathways. As a person becomes an expert in a particular area – music, sports, **public speaking** – the areas of the brain associated with those skills actually grow.”

-Carmine Gallo

“You cannot not communicate.”

-Theorists Watzlawick, Beavin, and Jackson

“All the great speakers were bad speakers at first.”

-Ralph Waldo Emerson

“If you can speak, you can influence. If you can influence, you can change lives.”

-Rob Brown

“The single biggest problem in communication is the illusion that it has taken place.”

-George Bernard Shaw

Communication – the human connection – is the key to personal career success.”

-Paul Meyer

“Good communication is the bridge between confusion and clarity.”

-Nat Turner

**Instructor:** Kelly Sevcik, MA  
**Instructor Email:** ksevcik@pointloma.edu  
**Instructor Office Hours:** By appointment  
**Phone:** (619) 849-2605

**Hello and welcome** to Principles of Communication (“COMM”) 1000. Although bias, this is my favorite class of all time. I hope you will enjoy this class as much as I enjoy teaching it! This syllabus will serve as both your syllabus and resource document, including supplemental reading and URLs needed for weekly assignments. I encourage you to familiarize yourself with this document and reference it often during the semester.

Complete the following Student Check-In Survey by clicking [here](#). The intent of this 3-5 minute survey is for me to find out how you are doing, where you are, and what you might need as we begin this semester remotely. Thank you in advance for participating!

**First things first, Point Loma Nazarene University’s Mission:** 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.

*PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world’s diverse societies and culture.*

**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.

Talk Like TED. The 9 Public-Speaking Secrets of the World’s Top Minds by Carmine Gallo.

GoReact Student Account. The GoReact COMM1000.3 student link:  
<https://app.goreact.com/join/5a7a3004-e594-4937-8b05-4ed490d249bb>

**Course Description + Learning Objectives:** A synopsis of your learning objectives are as follows:

- Decreased communication anxiety
- Greatly enhanced organizational structure skills
- Improved speech delivery
- Better integration of support materials
- Practice accountability and progress tracking
- More complex, sophisticated speeches

- All students learn positive critiquing skills
- All students will receive direct coaching
- Be able to describe and discuss the process of human communication
- Be able to identify and explain the basic components of an effective speech
- Be challenged to interact completely in dyadic and small group experiences
- Be able to construct and deliver informational and persuasive speeches

Additionally, you will be able to craft well-reasoned arguments for specific audiences by conducting thorough research on a topic, synthesizing research, and relaying your subject matter expertise to a variety of different audiences.

**Assess the relative strengths of arguments and supporting evidence:**

- Conduct thorough research on a topic
- Synthesize relevant information about a topic or phenomenon into an argument
- Create cohesive, coherent, and complete outlines for public presentations
- Employ effective language choices in the construction of public presentations
- Identify and analyze the components of effective public presentations
- Identify, analyze, and present credible, well-reasoned arguments in a public setting
- Employ competent listening as audience members during presentations

**Analyze a variety of texts commonly encountered in the academic setting:**

- Conduct thorough research on a topic
- Synthesize relevant information about a topic or phenomenon into an argument
- Demonstrate effective APA source citation skills

**Situate discourse within common, social, cultural, and historical contexts:**

- Utilize effective and appropriate verbal and nonverbal communication skills
- Identify competent communication in a variety of communication contexts
- Articulate class theories and concepts as they pertain to competent communication
- Apply communication concepts to everyday scenarios to increase communication competence

**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. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

**State Authorization:** State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in

his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

**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. No incomplete or late assignments will be accepted.

**PLNU 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.

**PLNU Academic Honesty Policy:** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

**PLNU Academic Accommodations Policy:** While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students' equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

**PLNU Attendance and Participation Policy:** Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after

that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates.

See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

**Asynchronous Attendance/Participation Definition:** A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

**Spiritual Care:** Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

**Use of Technology:** In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

**GoReact:** GoReact will be the technology used for your speech giving and for providing student comments. Research indicates that filming students helps them overcome presentation apprehension and bolster confidence. By using this online platform to capture each speech, we will have self-awareness.

**Assignments at a Glance:** Given the hybrid and online modalities being used in the 2020-2021 academic year, the content of the course schedule and assignments will be posted in Canvas (GoReact will be linked to Canvas as well). I will be guiding this course per the University's instruction for both synchronous and asynchronous teaching, per the following guidelines:

Length of Course	Number of units	Credit hours per number of units	F2F: Weekly seat time (in minutes)	Remote learning: Suggested synchronous time per week (in minutes)	Remote learning: Estimated total time students will engage with all elements of the course (in hours per week)
15 - 16 weeks	3	112.5	150	40-75	7.5 hours

**Assessment + Grading Scale:**

“A”: Work that is highly exception and goes above and beyond all minimal requirements

“B”: Work that is above average and goes slightly above minimal requirements

“C”: Work that meets basic standards and requirements also known as “mediocre at best”

“D”: Work below average that lacks minimal requirements

“F”: Work that clearly does not meet minimal standards, or is not complete

**What’s the grading scale for this class?:** This course uses a total point grading system, in which your final letter grade is based on your total points earned in the class over the course of the semester. The grading scale for this class is as follows (Grading Scale is % to Letter):

**Grading Point by Point Breakdown:**

Assignments	Points	My Score
Attendance (1/class)	16	
Midterm	20	
Student-to-student comments	20	
Introduction Speech	15	
Introduction Speech Outline	7	
Informative Speech	15	
Informative Speech Outline	7	
Persuasive Speech	15	
Persuasive Speech Outline	7	
Special Occasion Speech	10	
TLT Quiz 1	3	
TLT Quiz 2	3	
TLT Quiz 3	3	
TLT Quiz 4	3	
TLT Quiz 5	3	

**Grading Scale:**

135 – 150 = A (90-100%)

120 – 134 = B (80-89%)

105 – 119 = C (70-79%)

90 – 104 = D (60-69%)

< 90 = F (60%)

Date	Assignment	Due Before Class
8/17	Syllabus Overview + Introductions Expectation Setting + Management	-
8/24	TLT Discussion + Class Lecture Ch.1: Human Communication Process Ch.2: Foundations of Verbal Language	TLT Part I.1: Unleash the Master Within Complete TLT Quiz
8/31	TLT Discussion + Class Lecture Ch.4: The Self + Perception (Intrapersonal) Pixar in a Box	TLT Part I.2: Master the Art of Storytelling; Watch Bryan Stevenson: We Need to Talk About Injustice Watch Brene Brown: The Power of Vulnerability Complete TLT Quiz
9/7	TLT Discussion + Class Lecture Ch. 3: Nonverbal Ch.7: Interpersonal - Guest Speaker	TLT, Part I.3: Have A Conversation; Watch Amy Cuddy: Your Body Language Shapes Who You Are Read Exhibit B: Bodie + Shellenbarger Complete TLT Quiz + Exhibit B
9/14	Class Lecture Review Ch. 3 Nonverbal Virtual Public Speaking Activities	Read Exhibit B: Crowley + Tracy
9/21	TLT Discussion + Class Lecture + Intro Speech Ch.11: Planning the Message Ch.12: Developing the Message Ch.13: Structuring the Message	Review Files: Speech Reference Documents
9/28	<b>Submit Introduction Speech Outline to Canvas</b> <b>Submit Introduction Speech to GoReact.com</b> <b>Submit two comments per student speech</b>	<b>Submit Introduction Speech Outline to Canvas</b> <b>Submit Introduction Speech to GoReact.com</b> <b>Submit two comments per student speech</b>
10/5	<b>Midterm</b>	<b>Midterm</b>
10/12	TLT Discussion + Class Lecture Ch.14: The Informative Speech Overview Informative Speech	TLT, Part II.4: Teach Me Something New; Watch Susan Cain: The Power of Introverts Complete TLT Quiz
10/19	<b>Submit Informative Speech Outline to Canvas</b> <b>Submit Informative Speech to GoReact.com</b> <b>Submit two comments per student speech</b>	<b>Submit Informative Speech Outline to Canvas</b> <b>Submit Informative Speech to GoReact.com</b> <b>Submit two comments per student speech</b>
10/26	<b>Submit Informative Speech Outline to Canvas</b> <b>Submit Informative Speech to GoReact.com</b> <b>Submit two comments per student speech</b>	<b>Submit Informative Speech Outline to Canvas</b> <b>Submit Informative Speech to GoReact.com</b> <b>Submit two comments per student speech</b>
11/2	TLT Discussion + Class Lecture Ch.15: The Persuasive Speech Overview Persuasive Speech	TLT, Part II.5: Deliver Jaw-Dropping Moments; Complete TLT Quiz
11/9	<b>Submit Persuasive Speech Outline to Canvas</b> <b>Submit Persuasive Speech to GoReact.com</b> <b>Submit two comments per student speech</b>	<b>Submit Persuasive Speech Outline to Canvas</b> <b>Submit Persuasive Speech to GoReact.com</b> <b>Submit two comments per student speech</b>
11/16	<b>Submit Persuasive Speech Outline to Canvas</b> <b>Submit Persuasive Speech to GoReact.com</b> <b>Submit two comments per student speech</b>	<b>Submit Persuasive Speech Outline to Canvas</b> <b>Submit Persuasive Speech to GoReact.com</b> <b>Submit two comments per student speech</b>
11/23	TLT Discussion + Class Lecture Impromptu Communication - Guest Speaker	TLT, Part II.6: Lighten Up; Watch Ken Robinson: Schools Kill Creativity Complete TLT Quiz
12/4 (Final Exams)	<b>Submit Special Occasion Speech to GoReact.com</b> <b>Submit two comments per student speech</b>	<b>Submit Special Occasion Speech to GoReact.com</b> <b>Submit two comments per student speech</b>



**Student Responsibility:** What is expected of me in this class? Students agreeing to the terms for this class as set out in this syllabus are expected to do the following (not dropping the class constitutes an agreement to the terms, including the grading policy):

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.

**Live Text:** LiveText, a comprehensive assessment management system, was adopted in late 2008 by Point Loma Nazarene University. Point Loma uses LiveText for its myriad functions to aggregate assessment data across multiple programs and campuses, particularly for programs such as General Education, nursing, and business which have professional and regional accreditation requirements. LiveText is seen as a critical companion piece to the assessment wheel, fostering collaboration among departments and streamlining the process of collecting institute-wide assessment data.

LiveText began as a grassroots movement at PLNU, with a small group of faculty converts that grew as word spread regarding the tool's ease of use. More and more faculty began using the tool to assess course and program outcomes. Once the different program and department-specific rubrics were inserted into LiveText, it was very easy for faculty to assess students and, with just a couple clicks, generate instant reports on how their students were performing against these rubrics. This process also allowed faculty and administrators across different programs to finally have conversations about the kinds of rubrics they were using – now ensuring consistency in evaluations and increased transparency to students on how and what they would be evaluated.

Additionally, students in different programs, such as nursing, business, and music have started using LiveText to create e-Portfolios, eliminating any need for putting together cumbersome paper binders in order to meet portfolio requirements. The e-Portfolios allow students to exhibit the competencies and demonstrate program-learning outcomes.

**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.

**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. Each faculty member will choose on 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 alphabetical 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 on the student portal. See Policy Statements in the undergraduate student catalog.

**Final Exam 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.

## **Exhibit A:**

### **Unleash the Master Within**

Aimee Mullins, "It's Not Fair Having 12 Pairs of Legs," [TED.com](http://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics.html), March 2009, [http://www.ted.com/talks/aimee\\_mullins\\_prosthetic\\_aesthetics.html](http://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics.html)

Cameron Russell, "Looks Aren't Everything. Believe Me, I'm a Model," [TED.com](http://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe_me_i_m_a_model.html), January 2013, [http://www.ted.com/talks/cameron\\_russell\\_looks\\_aren\\_t\\_everything\\_believe\\_me\\_i\\_m\\_a\\_model.html](http://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe_me_i_m_a_model.html) (accessed April 11, 2013).

Daily News, "Buddhist Monk Is the World's Happiest Man," October 29, 2012, <http://india.nydailynews.com/newsarticle/7b470adb0a9b6c32e19e16a08df13f3d/buddhist-monk-is-the-worlds-happiest-man#ixzz2lLd7tSGa> (accessed April 11, 2013).

Matthieu Ricard, "The Happiest Person in the World?," Matthieu Ricard blog post, November 12, 2012, [http://www.matthieuricard.org/en/index.php/blog/255\\_the\\_happiest\\_person\\_in\\_the\\_world/](http://www.matthieuricard.org/en/index.php/blog/255_the_happiest_person_in_the_world/) (accessed April 11, 2013).

Melissa S. Cardon, Joakim Wincent, Jagdip Singh, and Mateja Drnovsek, "The Nature and Experience of Entrepreneurial Passion," *Academy of Management Review*, vol. 34, no. 3 (2009), 511–532.

Richard Branson, "Richard Branson: Life at 30,000 Feet," [TED.com](http://www.ted.com/talks/richard_branson_s_life_at_30_000_feet.html), October 2007, [http://www.ted.com/talks/richard\\_branson\\_s\\_life\\_at\\_30\\_000\\_feet.html](http://www.ted.com/talks/richard_branson_s_life_at_30_000_feet.html) (accessed April 11, 2013).

Jill Bolte Taylor, "Does Our Planet Need a Stroke of Insight?," *Huffington Post*, TED Weekends: Reset Your Brain, January 4, 2013, [http://www.huffingtonpost.com/dr-jill-boltetaylor/neuroscience\\_b\\_2404554.html](http://www.huffingtonpost.com/dr-jill-boltetaylor/neuroscience_b_2404554.html) (accessed April 11, 2013).

Pascal Michelon, adjunct professor at Washington University in St. Louis, in discussion with the author, January 22, 2013.

Joyce E. Bono and Remus Ilies, "Charisma, Positive Emotions and Mood Contagion," *Science Direct, The Leadership Quarterly*, vol. 17 (2006), 317–334.

Richard St. John, "Richard St. John's 8 Secrets of Success," [TED.com](http://www.ted.com/talks/richard_st_john_s_8_secrets_of_success.html), December 2006, [http://www.ted.com/talks/richard\\_st\\_john\\_s\\_8\\_secrets\\_of\\_success.html](http://www.ted.com/talks/richard_st_john_s_8_secrets_of_success.html) (accessed April 24, 2013).

Ernesto Sirolli, "Ernesto Sirolli: Want to Help Someone? Shut Up and Listen!" [TED.com](http://www.ted.com), November 2012,

[http://www.ted.com/talks/ernesto\\_sirolli\\_want\\_to\\_help\\_someone\\_shut\\_up\\_and\\_listen.html](http://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen.html)  
(accessed April 11, 2013).

### **Master the Art of Storytelling**

Bryan Stevenson, "Bryan Stevenson: We Need to Talk about an Injustice," [TED.com](http://www.ted.com),  
March 2012,

[http://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice.html](http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html)  
(accessed April 24, 2013).

Ben Affleck, "Ben Affleck: 8 Talks that Amazed Me," [TED.com](http://www.ted.com),

[http://www.ted.com/playlists/32/ben\\_affleck\\_8\\_talks\\_that\\_amaz.html](http://www.ted.com/playlists/32/ben_affleck_8_talks_that_amaz.html) (accessed April 24,  
2013).

Uri Hasson, Asif A. Ghazanfar, Bruno Galantucci, Simon Garrod, and Christian Keysers,  
"Brain-to- Brain Coupling: A Mechanism for Creating and Sharing a Social World,"  
Neuroscience Institute, Princeton University, 2012,

[http://psych.princeton.edu/psychology/research/hasson/pubs/Hasson\\_et\\_al\\_TiCS\\_2012.p  
df](http://psych.princeton.edu/psychology/research/hasson/pubs/Hasson_et_al_TiCS_2012.pdf) (accessed April 11, 2013).

Greg J. Stephens, Lauren J. Silbert, and Uri Hasson, "Speaker-Listener Neural Coupling  
Underlies Successful Communication," Proceedings of the National Academy of Sciences  
of the United States of America, July 26, 2010,

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2922522/> (accessed April 11, 2013).

Brené Brown, "Brené Brown: The Power of Vulnerability," [TED.com](http://www.ted.com), December 2010,

[http://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability.html](http://www.ted.com/talks/brene_brown_on_vulnerability.html) (accessed April 24, 2014).

Andrew Stanton, "Andrew Stanton: The Clues to a Great Story," [TED.com](http://www.ted.com), March 2012,

[http://www.ted.com/talks/andrew\\_stanton\\_the\\_clues\\_to\\_a\\_great\\_story.html](http://www.ted.com/talks/andrew_stanton_the_clues_to_a_great_story.html) (accessed  
April 24, 2013).

Dan Ariely, "Dan Ariely: Our Buggy Moral Code," [TED.com](http://www.ted.com), March 2009,

[http://www.ted.com/talks/dan\\_ariely\\_on\\_our\\_buggy\\_moral\\_code.html](http://www.ted.com/talks/dan_ariely_on_our_buggy_moral_code.html) (accessed April 24,  
2013).

Ken Robinson, "Ken Robinson Says Schools Kill Creativity," [TED.com](http://www.ted.com), June 2006,

[http://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity.html?qsha=1'utm\\_expi  
d=166907-  
20'utm\\_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss\\_all%26q%3Dke  
n%2Brobini](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html?qsha=1'utm_expi<br/>d=166907-<br/>20'utm_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss_all%26q%3Dke<br/>n%2Brobini) (accessed May 18, 2013).

[YouTube.com](#), “Apr 29-Joel Osteen-Yes Is in Your Future,” [YouTube.com](#), May 12, 2012, [http://www.youtube.com/watch?v=VJiW\\_H3\\_0S4](http://www.youtube.com/watch?v=VJiW_H3_0S4) (accessed May 18, 2013).

Bono, “8 Talks That Give Me Hope,” [TED.com](#), [http://www.ted.com/playlists/53/bono\\_8\\_talks\\_that\\_give\\_me\\_hop.html](http://www.ted.com/playlists/53/bono_8_talks_that_give_me_hop.html) (accessed May 18, 2013).

Seth Godin, “Seth Godin: How to Get Your Ideas to Spread,” [TED.com](#), April 2007, [http://www.ted.com/talks/seth\\_godin\\_on\\_sliced\\_bread.html](http://www.ted.com/talks/seth_godin_on_sliced_bread.html) (accessed April 24, 2013).

Ludwick Marishane, “Ludwick Marishane: A Bath without Water,” [TED.com](#), December 2012, [http://www.ted.com/talks/ludwick\\_marishane\\_a\\_bath\\_without\\_water.html](http://www.ted.com/talks/ludwick_marishane_a_bath_without_water.html) (accessed May 18, 2013).

Malcolm Gladwell, “Malcolm Gladwell: Choice, Happiness and Spaghetti Sauce,” [TED.com](#), September 2006, [http://www.ted.com/talks/malcolm\\_gladwell\\_on\\_spaghetti\\_sauce.html](http://www.ted.com/talks/malcolm_gladwell_on_spaghetti_sauce.html) (accessed May 18, 2013).

Annie Murphy Paul, “Your Brain on Fiction,” The New York Times, Sunday Review/The Opinion Pages, March 17, 2012, <http://www.nytimes.com/2012/03/18/opinion/sunday/the-neuroscience-of-your-brain-on-fiction.html?pagewanted=all&r=1> (accessed April 11, 2013).

[YouTube.com](#), “Kurt Vonnegut on the Shapes of Stories,” [YouTube.com](#), October 30, 2010, <http://www.youtube.com/watch?v=oP3c1h8v2ZQ> (accessed May 18, 2013).

Isabel Allende, “Isabel Allende: Tales of Passion,” [TED.com](#), January 2008, [http://www.ted.com/talks/isabel\\_allende\\_tells\\_tales\\_of\\_passion.html](http://www.ted.com/talks/isabel_allende_tells_tales_of_passion.html) (accessed May 18, 2013).

### **Have a Conversation**

Amanda Palmer, “The Epic TED Blog, Part One: It Takes a Village to Write a TED Talk,” Amanda Palmer and the Grand Theft Orchestra, March 7, 2012, <http://amandapalmer.net/blog/20130307/> (accessed April 11, 2013).

James R. Williams, “Guidelines for the Use of Multimedia in Instruction,” Proceedings of the Human Factors and Ergonomics Society 42nd Annual Meeting, vol. 42, no. 20 (1998), 1447–1451, Sage Journals online, <http://pro.sagepub.com/content/42/20/1447> (accessed May 18, 2013).

Lisa Kristine, “Lisa Kristine: Photos that Bear Witness to Modern Slavery,” [TED.com](#), August 2012,

[http://www.ted.com/talks/lisa\\_kristine\\_glimpses\\_of\\_modern\\_day\\_slavery.html](http://www.ted.com/talks/lisa_kristine_glimpses_of_modern_day_slavery.html) (accessed May 18, 2013).

[YouTube.com](http://www.youtube.com), Taylor, "The Neuroanatomical Transformation of the Teenage Brain: Jill Bolte Taylor at TEDxYouth@Indianapolis," [YouTube.com](http://www.youtube.com), February 21, 2013, [http://www.youtube.com/watch?v=PzT\\_SBI31-s](http://www.youtube.com/watch?v=PzT_SBI31-s) (accessed May 19, 2013).

Colin Powell, "Colin Powell: Kids Need Structure," [TED.com](http://www.ted.com), January 2013, [http://www.ted.com/talks/colin\\_powell\\_kids\\_need\\_structure.html](http://www.ted.com/talks/colin_powell_kids_need_structure.html) (accessed May 19, 2013).

Ernesto Sirolli, "Ernesto Sirolli: Want to Help Someone? Shut Up and Listen!" [TED.com](http://www.ted.com), November 2012, [http://www.ted.com/talks/ernesto\\_sirolli\\_want\\_to\\_help\\_someone\\_shut\\_up\\_and\\_listen.html](http://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen.html) (accessed April 11, 2013).

Jennifer Granholm, "Jennifer Granholm: A Clean Energy Proposal—Race to the Top," [TED.com](http://www.ted.com), February 2013, [http://www.ted.com/talks/jennifer\\_granholm\\_a\\_clean\\_energy\\_proposal\\_race\\_to\\_the\\_top.html](http://www.ted.com/talks/jennifer_granholm_a_clean_energy_proposal_race_to_the_top.html) (accessed May 18, 2013).

Bob M. Fennis and Marielle Stel, "The Pantomime of Persuasion: Fit Between Non Verbal Communication and Influence Strategies," *Journal of Experimental Social Psychology*, vol. 47 (2011), 806–810.

Amy Cuddy, "Amy Cuddy: Your Body Language Shapes Who You Are," October 2012, [http://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are.html](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html) (accessed May 18, 2013).

Janine Shepherd, "Janine Shepherd: A Broken Body Isn't a Broken Person," [TED.com](http://www.ted.com), November 2012, [http://www.ted.com/talks/janine\\_shepherd\\_a\\_broken\\_body\\_isn\\_t\\_a\\_broken\\_person.html](http://www.ted.com/talks/janine_shepherd_a_broken_body_isn_t_a_broken_person.html) (accessed May 19, 2013).

### **Teach Me Something New**

Robert Ballard, "Robert Ballard on Exploring the Ocean," [TED.com](http://www.ted.com), May 2008, [http://www.ted.com/talks/robert\\_ballard\\_on\\_exploring\\_the\\_oceans.html](http://www.ted.com/talks/robert_ballard_on_exploring_the_oceans.html) (accessed May 18, 2013).

James Cameron, "James Cameron: Before Avatar ... a Curious Boy," [TED.com](http://www.ted.com), March 2010, [http://www.ted.com/talks/james\\_cameron\\_before\\_avatar\\_a\\_curious\\_boy.html](http://www.ted.com/talks/james_cameron_before_avatar_a_curious_boy.html) (accessed April 11, 2013).

Martha Burns, "Dopamine and Learning," Indigo Learning, September 21, 2012, <http://www.indigolearning.co.za/dopamine-and-learning-by-martha-burns-phd/> (accessed April 11, 2013).

Hans Rosling, "Hans Rosling: Stats that Reshape Your Worldview," [TED.com](http://www.ted.com), June 2006, [http://www.ted.com/talks/hans\\_rosling\\_shows\\_the\\_best\\_stats\\_you\\_ve\\_ever\\_seen.html?qshb=1'utm\\_expid=166907-19'utm\\_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss\\_all%26q%3Drosling](http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html?qshb=1'utm_expid=166907-19'utm_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss_all%26q%3Drosling) (accessed May 19, 2013).\

Nicholas A. Christakis, "The World's 100 Most Influential People: 2012," TIME, April 18, 2012, [http://www.time.com/time/specials/packages/article/0,28804,2111975\\_2111976\\_2112170,00.html](http://www.time.com/time/specials/packages/article/0,28804,2111975_2111976_2112170,00.html) (accessed April 11, 2013).

Susan Cain, "Susan Cain: The Power of Introverts," [TED.com](http://www.ted.com), March 2012, [http://www.ted.com/talks/susan\\_cain\\_the\\_power\\_of\\_introverts.html](http://www.ted.com/talks/susan_cain_the_power_of_introverts.html) (accessed April 24, 2013).

Seth Godin, "Seth Godin: How to Get Your Ideas to Spread," [TED.com](http://www.ted.com), April 2007, [http://www.ted.com/talks/seth\\_godin\\_on\\_sliced\\_bread.html](http://www.ted.com/talks/seth_godin_on_sliced_bread.html) (accessed April 24, 2013).

Ben Saunders, "Ben Saunders: Why Bother Leaving the House?," [TED.com](http://www.ted.com), December 2012, [http://www.ted.com/talks/ben\\_saunders\\_why\\_bother\\_leaving\\_the\\_house.html](http://www.ted.com/talks/ben_saunders_why_bother_leaving_the_house.html) (accessed April 11, 2013).

### **Deliver Jaw-Dropping Moments**

YouTube, "Bill Gates Releases Malaria Mosquitoes TED!! Must See," YouTube, February 6, 2009, <http://www.youtube.com/watch?v=tWjpVJ8YNtk> (accessed April 11, 2013).

NBC Nightly News with Brian Williams, "Bill Gates Bugs Out," original premiere February 5, 2009, <http://bigdonald.com/nbc-nightly-news-with-brian-williams-bill-gates-bugs-out/gait19> (accessed April 24, 2013).

Jill Bolte Taylor, "Jill Bolte Taylor's Stroke of Insight," [TED.com](http://www.ted.com), March 2008, [http://www.ted.com/talks/jill\\_bolte\\_taylor\\_s\\_powerful\\_stroke\\_of\\_insight.html](http://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight.html) (accessed April 24, 2013).

YouTube, "The Neuroanatomical Transformation of the Teenage Brain: Jill Bolte Taylor at TEDxYouth@Indianapolis," YouTube, February 21, 2013, [http://www.youtube.com/watch?v=PzT\\_SBI31-s](http://www.youtube.com/watch?v=PzT_SBI31-s) (accessed April 11, 2013).

Raghava KK, "Raghava KK: My 5 Lives as an Artist," [TED.com](http://www.ted.com/talks/raghava_kk_five_lives_of_an_artist.html), February 2010, [http://www.ted.com/talks/raghava\\_kk\\_five\\_lives\\_of\\_an\\_artist.html](http://www.ted.com/talks/raghava_kk_five_lives_of_an_artist.html) (accessed May 19, 2013).

Freeman Hrabowski, "Freeman Hrabowski: 4 Pillars of College Success in Science," [TED.com](http://www.ted.com/talks/freeman_hrabowski_4_pillars_of_college_success_in_science.html), April 2013, [http://www.ted.com/talks/freeman\\_hrabowski\\_4\\_pillars\\_of\\_college\\_success\\_in\\_science.html](http://www.ted.com/talks/freeman_hrabowski_4_pillars_of_college_success_in_science.html) (accessed May 19, 2013).

### **Lighten Up**

Ken Robinson, "Ken Robinson Says Schools Kill Creativity," [TED.com](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html?qsha=1'utm_expid=166907-20'utm_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss_all%26q%3Dken%2Brobins), June 2006, [http://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity.html?qsha=1'utm\\_expid=166907-20'utm\\_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss\\_all%26q%3Dken%2Brobins](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html?qsha=1'utm_expid=166907-20'utm_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss_all%26q%3Dken%2Brobins) (accessed May 18, 2013).

Fabio Sala, "Laughing All the Way to the Bank," Harvard Business Review, September 2003, <http://hbr.org/2003/09/laughing-all-the-way-to-the-bank/ar/1> (accessed April 11, 2013).

YouTube, "Jerry Seinfeld on How to Write a Joke," [YouTube.com](http://www.youtube.com/watch?v=itWxXyCfW5s), December 20, 2012, <http://www.youtube.com/watch?v=itWxXyCfW5s> (accessed May 19, 2013).

Dan Pallotta, "Dan Pallotta: The Way We Think about Charity is Dead Wrong," [TED.com](http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong.html), March 2013, [http://www.ted.com/talks/dan\\_pallotta\\_the\\_way\\_we\\_think\\_about\\_charity\\_is\\_dead\\_wrong.html](http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong.html) (accessed May 19, 2013).

Jill Bolte Taylor, "Jill Bolte Taylor's Stroke of Insight," [TED.com](http://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight.html), March 2008, [http://www.ted.com/talks/jill\\_bolte\\_taylor\\_s\\_powerful\\_stroke\\_of\\_insight.html](http://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight.html) (accessed May 18, 2013).

John McWhorter, "John McWhorter: Txtng Is Killing Language. JK!!!", [TED.com](http://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk.html), April 2013, [http://www.ted.com/talks/john\\_mcwhorter\\_txtng\\_is\\_killing\\_language\\_jk.html](http://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk.html) (accessed May 18, 2013).

Kuan Enriquez, "Juan Enriquez: The Next Species of Human," [TED.com](http://www.ted.com/talks/juan_enriquez_shares_mindboggling_new_science.html), February 2009, [http://www.ted.com/talks/juan\\_enriquez\\_shares\\_mindboggling\\_new\\_science.html](http://www.ted.com/talks/juan_enriquez_shares_mindboggling_new_science.html) (accessed May 19, 2013).



Chris Bliss, "Chris Bliss: Comedy Is Translation," [TED.com](http://www.ted.com/talks/chris_bliss_comedy_is_translation.html), February 2012, [http://www.ted.com/talks/chris\\_bliss\\_comedy\\_is\\_translation.html](http://www.ted.com/talks/chris_bliss_comedy_is_translation.html) (accessed May 19, 2013).

Rose George, "Rose George: Let's Talk Crap. Seriously," [TED.com](http://www.ted.com/talks/rose_george_let_s_talk_crap_seriously.html), April 2013, [http://www.ted.com/talks/rose\\_george\\_let\\_s\\_talk\\_crap\\_seriously.html](http://www.ted.com/talks/rose_george_let_s_talk_crap_seriously.html) (accessed May 19, 2013).

[YouTube.com](http://www.youtube.com/watch?v=sRO4fAevMZQ), "Jim Carrey and Stephen Hawking on Late Night with Conan O'B," [YouTube.com](http://www.youtube.com/watch?v=sRO4fAevMZQ), February 26, 2010, <http://www.youtube.com/watch?v=sRO4fAevMZQ> (accessed May 19, 2013).

Stephen Hawking, "Stephen Hawking: Questioning the Universe," [TED.com](http://www.ted.com/talks/stephen_hawking_asks_big_questions_about_the_universe.html), April 2008, [http://www.ted.com/talks/stephen\\_hawking\\_asks\\_big\\_questions\\_about\\_the\\_universe.html](http://www.ted.com/talks/stephen_hawking_asks_big_questions_about_the_universe.html) (accessed May 19, 2013).

### **Stick to the 18-Minute Rule**

Larry Smith, Professor of Economics at University of Waterloo, Canada, in discussion with the author, June 26, 2012.

Amit Agarwal, "Why Are TED Talks 18 Minutes Long?" Digital Inspiration, February 15, 2010, <http://www.labnol.org/tech/ted-talk-18-minutes/12755/> (accessed May 18, 2013).

Paul E. King, Professor and Chair, Department of Communication Studies, in discussion with the author, December 3, 2012.

Neil Pasricha, "Neil Pasricha: The 3 A's of Awesome," [TED.com](http://www.ted.com/talks/neil_pasricha_the_3_a_s_of_awesome.html), January 2011, [http://www.ted.com/talks/neil\\_pasricha\\_the\\_3\\_a\\_s\\_of\\_awesome.html](http://www.ted.com/talks/neil_pasricha_the_3_a_s_of_awesome.html) (accessed May 19, 2013).

Kevin Allocca, "Kevin Allocca: Why Videos Go Viral," [TED.com](http://www.ted.com/talks/kevin_allocca_why_videos_go_viral.html), February 2012, [http://www.ted.com/talks/kevin\\_allocca\\_why\\_videos\\_go\\_viral.html](http://www.ted.com/talks/kevin_allocca_why_videos_go_viral.html) (accessed May 19, 2013).

Majora Carter, "Majora Carter: 3 Stories of Local Eco-Entrepreneurship," [TED.com](http://www.ted.com/talks/majora_carter_3_stories_of_ecoactivism.html), December 2010, [http://www.ted.com/talks/majora\\_carter\\_3\\_stories\\_of\\_ecoactivism.html](http://www.ted.com/talks/majora_carter_3_stories_of_ecoactivism.html) (accessed September 30, 2013).

Carmine Gallo, "How to Pitch Anything in 15 Seconds [Video]," Forbes, Leadership, July 17, 2012, <http://www.forbes.com/sites/carminegallo/2012/07/17/how-to-pitch-anything-in-15-seconds/> (accessed April 11, 2013).

## **Paint a Mental Picture with Multisensory Experiences**

Michael Pritchard, "Michael Pritchard: How to Make Filthy Water Drinkable," [TED.com](http://www.ted.com), August, 2009, [http://www.ted.com/talks/michael\\_pritchard\\_invents\\_a\\_water\\_filter.html](http://www.ted.com/talks/michael_pritchard_invents_a_water_filter.html) (accessed April 11, 2013).

Richard Mayer, "Cognitive Theory of Multimedia Learning (Mayer)," [Learning-Theories.com](http://www.learning-theories.com), posted in Cognitive Theories, Learning Theories ' Models, <http://www.learning-theories.com/cognitive-theory-of-multimedia-learning-mayer.html> (accessed May 18, 2013).

Emily McManus, "TEDsters Talk about Al Gore's Impact," [TED.com](http://www.ted.com), October 12, 2007, [http://blog.ted.com/2007/10/12/i\\_was\\_actually/](http://blog.ted.com/2007/10/12/i_was_actually/) (accessed April 11, 2013).

Elizabeth Blair, "Laurie David: One Seriously 'Inconvenient' Woman," NPR, Special Series Profiles, May 7, 2007, <http://www.npr.org/templates/story/story.php?storyId=9969008> (accessed April 19, 2013).

Carmine Gallo, "Richard Branson: If It Can't Fit on the Back of an Envelope, It's Rubbish (An Interview)" [Forbes.com](http://www.forbes.com), October 22, 2012, <http://www.forbes.com/sites/carminegallo/2012/10/22/richard-branson-if-it-cant-fit-on-the-back-of-an-envelope-its-rubbish-interview/> (accessed May 18, 2013).

Nancy Duarte, "Nancy Duarte: The Secret Structure of Great Talks," [TED.com](http://www.ted.com), February 2012, [http://www.ted.com/talks/nancy\\_duarte\\_the\\_secret\\_structure\\_of\\_great\\_talks.html](http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks.html) (accessed May 19, 2013).

Bill Gates, "Bill Gates on Energy: Innovating to Zero!", [TED.com](http://www.ted.com), February 2010, [http://www.ted.com/talks/bill\\_gates.html](http://www.ted.com/talks/bill_gates.html) (accessed May 19, 2013).

David Christian, "David Christian: The History of Our World in 18 Minutes," [TED.com](http://www.ted.com), April 2011, [http://www.ted.com/talks/david\\_christian\\_big\\_history.html](http://www.ted.com/talks/david_christian_big_history.html) (accessed May 19, 2013).

Bono, "Bono: The Good News on Poverty (Yes, There's Good News)," [TED.com](http://www.ted.com), March 2013, [http://www.ted.com/talks/bono\\_the\\_good\\_news\\_on\\_poverty\\_yes\\_there\\_s\\_good\\_news.html](http://www.ted.com/talks/bono_the_good_news_on_poverty_yes_there_s_good_news.html) (accessed May 19, 2013).

Chris Jordan, "Chris Jordan: Turning Powerful Stats into Art," [TED.com](http://www.ted.com), June 2008, [http://www.ted.com/talks/chris\\_jordan\\_pictures\\_some\\_shocking\\_stats.html](http://www.ted.com/talks/chris_jordan_pictures_some_shocking_stats.html) (accessed April 11, 2013).

Lisa Kristine, "Lisa Kristine: Photos that Bear Witness to Modern Slavery," [TED.com](http://www.ted.com), August 2012, [http://www.ted.com/talks/lisa\\_kristine\\_glimpses\\_of\\_modern\\_day\\_slavery.html](http://www.ted.com/talks/lisa_kristine_glimpses_of_modern_day_slavery.html) (accessed May 18, 2013).

Pascale Michelon, Director of The Memory Practice and Adjunct Professor at the Washington University in St. Louis, in discussion with the author, January 22, 2013.

Janine Shepherd, "Janine Shepherd: A Broken Body Isn't a Broken Person," [TED.com](http://www.ted.com), November 2012,

[http://www.ted.com/talks/janine\\_shepherd\\_a\\_broken\\_body\\_isn\\_t\\_a\\_broken\\_person.html](http://www.ted.com/talks/janine_shepherd_a_broken_body_isn_t_a_broken_person.html) (accessed May 19, 2013).

Cesar Kuriyama, "Cesar Kuriyama: One Second Every Day," February 2013,

[http://www.ted.com/talks/cesar\\_kuriyama\\_one\\_second\\_every\\_day.html](http://www.ted.com/talks/cesar_kuriyama_one_second_every_day.html) (accessed May 19, 2013).

Bono, "Bono: The Good News on Poverty (Yes, There's Good News)," [TED.com](http://www.ted.com), March 2013,

[http://www.ted.com/talks/bono\\_the\\_good\\_news\\_on\\_poverty\\_yes\\_there\\_s\\_good\\_news.html](http://www.ted.com/talks/bono_the_good_news_on_poverty_yes_there_s_good_news.html) (accessed May 19, 2013).

Roger Ebert, "Roger Ebert: Remaking My Voice," [TED.com](http://www.ted.com), April 2011,

[http://www.ted.com/talks/elliott\\_krane\\_the\\_mystery\\_of\\_chronic\\_pain.html](http://www.ted.com/talks/elliott_krane_the_mystery_of_chronic_pain.html) (accessed May 19, 2013).

22. Stacey Kramer, "Stacey Kramer: The Best Gift I Ever Survived," [TED.com](http://www.ted.com), October

2010, [http://www.ted.com/talks/stacey\\_kramer\\_the\\_best\\_gift\\_i\\_ever\\_survived.html](http://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived.html)

(accessed May 19, 2013).

### **Stay in Your Lane**

Richard Branson, "Richard Branson on the Art of Public Speaking," Entrepreneur, February 4, 2013, <http://www.entrepreneur.com/article/225627> (accessed April 11, 2013).

Meredith Lepore, "6 Essential Tips for Work and Life from Warren Buffet,"

[Levoleague.com](http://www.levoleague.com), May 8, 2013, <http://www.levoleague.com/career-advice/warren-buffett-life-tips> (accessed May 19, 2013).

## **Exhibit B:**

### **Conversation as Connection + Science of Connection**

Crowley, J. P., Allred, R. J., Goter, J., & Volkmer, C. (2018). Replication of the mere presence hypothesis: The effects of mobile communication technology influences on face-to-face conversation quality. *Communication Studies*, 69, 289-293.

Tracy, S. J. (2019). Let's talk: Conversation as a defining moment for the communication discipline. *Health Communication*, 1-7.

Guerrero, L. K. (2013). Attachment theory: A Communication Perspective. In D. Braithwaite, & P. Schrodt (Eds.). *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 321-332). Sage Publications.

Guerrero, L. K., Andersen, P. A., & Afifi, W. A. (2017). *Close encounters: Communication in relationships* (pp. 214-226). Sage Publications.

### **Listening**

Bodie, G. D. (2012). Listening as positive communication. In T. Socha, & M. Pitts (Eds.) *The positive side of interpersonal communication* (pp. 109-125). New York: Peter Lang.  
3 Blog posts from <https://urbanconfessional.org/blog>

Love is Listening: Dementia Without Loneliness (documentary)

### **Empathy and Neurobiology**

Cameron, C. D., Hutcherson, C. A., Ferguson, A. M., Scheffer, J. A., Hadjiandreou, E., & Inzlicht, M. (2019). Empathy is hard work: People choose to avoid empathy because of its cognitive costs. *Journal of Experimental Psychology: General*, 148, 962-976.  
Singer, T., & Klimecki, O. M. (2014). Empathy and compassion. *Current Biology*, 24, 875-878.

### **Immediacy, Nonverbal Mirroring, Validation and Reflection**

Bodie, G. D., Cannava, K. E., Vickery, A. J., & Jones, S. M. (2016). Patterns of nonverbal adaptation in supportive interactions. *Communication Studies*, 67, 3-19.  
Shellenbarger, S. (2016, September 20). Using mirroring to connect with others. *The Wall Street Journal*. Retrieved from <https://www.wsj.com/articles/use-mirroring-to-connect-with-others-1474394329>.

### **Embracing Silence and Asking Questions**

Barbara, D. A. (1958). Don't be afraid of silence. *Communication Quarterly*, 6, 13-15.

Teyber, E., & McClure, F. H. (2011). *Interpersonal process in therapy: An integrative model* (pp. 95-113). Belmont, CA: Brooks-Cole.