

Point Loma Nazarene University
Department of Communication Studies
COM 1000-05: Principles of Human Communication
Fall Semester, 2020

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 Office Hours: M: 1:00-2:30, R: 1:00-2:30

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This is a one-semester survey course in human communication involving a participative learning experience. Emphasis will be placed on *intrapersonal*, *interpersonal*, and *public communication*. Participative components will include situational exercises, group discussions and presentations, and the public presentation of several speeches by each student. This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of ***Developing Cognitive Abilities***. By including this course in a common educational experience for undergraduates, the faculty supports the pursuit of personal awareness and skill development, focusing on the analytical, communicative, and quantitative skills necessary for successful living in society.

COURSE LEARNING OUTCOMES

Learning:

- Students will be able to describe and discuss the process of human communication
- Students will be able to identify and explain the basic components of an effective speech

Growing:

- Students will be challenged to interact competently in dyadic, and small group experiences
- Students will be able to construct and deliver informational and persuasive speeches
- Students will be challenged to develop an attitude of ethical concern about the use of communication knowledge emphasizing accuracy, clarity, authenticity, purpose, and empathy

REQUIRED TEXT:

Berko, Roy M., Andrew D. Wolvin, and Darlene R. Wolvin. Communicating: A Social and Career Focus. New York: Houghton Mifflin. (any recent Edition)

COURSE PROCEDURE

1. Since we're doing this remotely, it's going to change things substantially, but we'll adjust and learn from the experience. Clearly this will not be a 'traditional' lecture or speech class. I will incorporate zoom sessions and mini YouTube PowerPoints to elucidate the material you will be reading in the book
2. Normally, in a public speaking course, speeches must be presented before a live audience, which would be the class. For this semester, you'll be recording your speeches and uploading them to a

YouTube for your classmates and me to watch. You must complete all the speech assignments in order to pass the class.

3. Each prepared speech will be delivered from an outline only: **NO MANUSCRIPT (READ) OR MEMORIZED SPEECHES**. A conversational and extemporaneous style is to be used for all speeches. Speeches will be timed. See speech guidelines for details.
4. Each speech will be evaluated based on several criteria. Grading is both subjective and objective. A rubric is attached.
5. You are required to dress professionally when presenting speeches.
6. General demeanor: Be kind and compassionate in your comments to fellow students on their speeches. We are all here to learn and to assist one another in that process. Understand that presenting speeches can be difficult for many. It is therefore important that we provide an atmosphere of safety in which to begin this process. In other words, respect your classmates and they will respect you.
7. The examinations will consist of multiple choice questions, fill in the blanks, definition, matching, short answer, and essay, and will cover the material presented in the text, class lectures, and discussions.

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.

100 POINT GRADING SCALE:

<u>GRADE</u>	<u>POINT VALUE</u>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69

D	63-66
D-	60-62
F	0-59

GRADE BREAKDOWN

Grading for this course will be determined in the following manner:

Sales Speech	10%
Informative Speech	15%
Persuasive Speech	20%
Examination #1	20%
Examination #2	20%
Rhetorical Analysis	<u>15%</u>
TOTAL	100%

ASSIGNMENTS

1. **Sales Speech (10%):** Each student will make a ‘pitch’ to the audience. This is a 3-5 minute speech in which you ‘sell’ the product of your choice. This is an intuitive exercise.
2. **Informative Speech (15%):** Each student will select and focus a topic, research it thoroughly (given the time limitations), and present a 6-8-minute speech with strong supporting materials. A sample outline is attached with details.
3. **Persuasive Speech (20%):** Each student will research and present an 8-10-minute speech in an effort to persuade the audience to alter their attitude(s), belief(s), or action(s). A sample outline is attached with details.
4. **Rhetorical Analysis (15%):** Each student will develop an essay in which a selected artifact from the popular culture is examined. The focus of the analysis should be on the way symbols communicate on an extra-linguistic level. The essay must be formatted according to the MLA Style Manual. The artifact discussed more fully in class. See attachment for details.
5. **Examinations (20% each):** You will write two exams. They will consist of 10 multiple choice questions, 10 True/False questions, 5 short answer questions, and an essay question. The exams will cover the material presented in the text, and YouTube lectures.

COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
8/18	Course orientation and overview Zoom Meeting	Review Syllabus
8/25	The Human Communication Process Foundations of Verbal Language Nonverbal Communication Zoom Meeting	Chpt. 1 Chpt. 2 Chpt. 3
9/1	Sales speech presentations 1-12	Responses
9/8	Sales speech presentations 13-24	Responses
9/15	Planning & Presenting the Message Developing the Speech Structuring the Message Informative Public Speaking Zoom Meeting	Chpt. 11 Chpt. 12 Chpt. 13 Chpt. 14
9/22	Listening Intrapersonal Communication Interpersonal Communication/Exam review Zoom Meeting	Chpt. 4 Chpt. 5 Chpt. 6 Chpt. 7
9/29	Rhetorical Analysis mini lecture Zoom Meeting	Examination # 1 Due
10/6	Informative Speeches 1 – 12	Responses
10/13	Informative Speeches 13 – 24	Responses
10/20	Theory of Groups Participating in Groups Zoom Meeting	Chpt. 9 Chpt. 10
10/27	Persuasive Public Speaking Zoom Meeting	Chpt. 15 Critique Due
11/3	Persuasive speeches 1 – 8	Responses
11/10	Persuasive speeches 9 - 16	Responses
11/17	Persuasive speeches 17 - 24	Responses
12/1		Examination # 2 Due

SAMPLE INFORMATIVE SPEECH OUTLINE

(6-8 minutes)

I. Introduction

- A. Gain audience's attention.
- B. Orient audience to the topic.
- C. Why is the subject important to the audience?
- D. Make transition to thesis statement.

II. Thesis Statement

- A. This must be a strong and purposeful statement.
 - 1. Purpose of speech
 - 2. Preview points of speech

III. Body

- A. First Main Point.
 - 1. Subpoint or illustration
 - 2. " "
 - 3. " "
- B. Second Main Point.
 - 1. Subpoint or illustration
 - 2. " "
 - 3. " "
- C. Third Main Point.
 - 1. Subpoint or illustration
 - 2. " "
 - 3. " "

IV. Conclusion

- A. Summary.
- B. Closing statement -- make it strong so it will be remembered.
- C. "Are there any questions?"

REQUIREMENTS:

1. Present speech **EXTEMPORANEOUSLY**: from a **KEYWORD OUTLINE**.
2. Give instructor an outline and bibliography. The outline you give me **MUST** match that outline you are presenting from.
3. You must include a minimum of **THREE** oral quotes in the body of your speech.
4. Use the above outline as an example only.
5. Professional dress is required.
6. Practice timing your speech.
6. **DO NOT READ** your speech as a manuscript. Doing so will reduce your grade by 30%.
7. Use some kind of visual aids.

SAMPLE PERSUASIVE SPEECH OUTLINE

(8-10 minutes)

I. Introduction

- A. Gain audience's attention.
- B. Orient audience to the topic.
- C. Why is the subject important to the audience?
- D. Make transition to thesis statement.

II. Thesis Statement

A. This must be a strong, purposeful, **AND PERSUASIVE** statement and must preview each of the following:

- 1. What must be done.
- 2. Why it must be done.
- 3. Why this audience must play a role.

III. Body

- A. First Main Point.
 - 1. Supporting Material
 - 2. " "
 - 3. " "
- B. Second Main Point.
 - 1. Supporting Material
 - 2. " "
 - 3. " "
- C. Third Main Point.
 - 1. Supporting Material
 - 2. " "
 - 3. " "

IV. Conclusion

- A. Summary.
- B. Final appeals to the audience to accept or act upon your challenge.
- C. Closing statement -- make it strong so it will be remembered.
- D. "Any Questions?"

REQUIREMENTS:

- 1. **All previous requirements continue to apply.**

SAMPLE BIBLIOGRAPHY:

Felton, Derek J. Fighting Campus Crime. San Diego: PLNU Press, 1997.

Williams, W. O. "The Joys of Speaking." Speech Quarterly, January 6 (1997): 36-83.

RHETORICAL ANALYSIS

Each student will develop a three-page essay in which a selected artifact from the popular culture is/are examined. The focus of the analysis should be on the way symbols communicate on an extra-linguistic level. The essay must be formatted according to the **MLA Style Manual**.

Collect one print ad from a magazine (**NOT** the internet) that has a strong visual, imagistic, and/or symbolic content and evaluate it according to **ONE** of the following criteria:

1. Values: What values and/or beliefs does the ad convey and how do they function (i.e., how do the symbols convey the message)?
2. Stereotypes: does the ad depend on stereotypes of gender, race, age, nationality, religion, economic class, etc., to influence the viewer? Deconstruct those stereotypes and assess their import.
3. Political Agenda: Are there hidden political or social messages/symbols embedded in the advertisement? How are they used to persuade you?
4. Sexuality: How are sexuality, sexual orientation, sexual violence, and/or sexual intimacy used to sell a product? Consider in this how men and/or women are turned into objects of sexual desire (i.e., commodified) for the purposes of product sales.
5. Develop a criterion of your own and run it by me. I must approve anything other than the previous four, but I am open to other approaches.

Use Times New Roman 12 point font, double-spaced throughout. Margins should be 1-inch on all sides. Paragraph indentation should be ½ -inch. Do not skip multiple spaces after each paragraph. A cover page is not necessary. You may draw on outside sources, but you must cite them according to the MLA style manual and include a “Works Cited” list. Each page should have a name and number header. The ads should be attached at the end of the paper.

This exercise is not really about the text in ads, it’s about the images, which include symbols, archetypes, use of light & color, etc. Your approach should be a deconstruction of the image structure focusing on the subliminal symbolic impact the images might have on the viewer. Be creative and rigorous. This project requires a certain degree of intuitive thinking.

Grading will be based on five criteria:

- | | |
|----------------------|-----------|
| 1. Grammar/Spelling: | 10 points |
| 2. Style | 10 points |
| 3. Organization | 20 points |
| 4. Content | 40 points |
| 5. Clarity | 20 points |

The paper is due on October 27