

**COMMUNICATION 1000.13:**  
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

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**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 COMM1000.13 student link:  
<https://app.goreact.com/join/ed40028e-0ee7-4520-aa11-40370c53334f>

**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  |
|-----------------------|--|---|
| 8/18                  | Syllabus Overview + Introductions<br>Expectation Setting + Management  | -   |
| 8/25                  | TLT Discussion + Class Lecture<br>Ch.1: Human Communication Process<br>Ch.2: Foundations of Verbal Language  | TLT Part I.1: Unleash the Master Within<br>Complete TLT Quiz  |
| 9/1                   | TLT Discussion + Class Lecture<br>Ch.4: The Self + Perception (Intrapersonal)<br>Pixar in a Box  | TLT Part I.2: Master the Art of Storytelling;<br>Watch Bryan Stevenson: We Need to Talk About Injustice<br>Watch Brene Brown: The Power of Vulnerability<br>Complete TLT Quiz |
| 9/8                   | TLT Discussion + Class Lecture<br>Ch. 3: Nonverbal<br>Ch.7: Interpersonal - Guest Speaker  | TLT, Part I.3: Have A Conversation;<br>Watch Amy Cuddy: Your Body Language Shapes Who You Are<br>Read Exhibit B: Bodie + Shellenbarger<br>Complete TLT Quiz + Exhibit B       |
| 9/15                  | Class Lecture<br>Review Ch. 3 Nonverbal<br>Virtual Public Speaking Activities  | Read Exhibit B: Crowley + Tracy   |
| 9/22                  | TLT Discussion + Class Lecture + Intro Speech<br>Ch.11: Planning the Message<br>Ch.12: Developing the Message<br>Ch.13: Structuring the Message          | Review Files: Speech Reference Documents  |
| 9/29                  | <b>Submit Introduction Speech Outline to Canvas</b><br><b>Submit Introduction Speech to GoReact.com</b><br><b>Submit two comments per student speech</b> | <b>Submit Introduction Speech Outline to Canvas</b><br><b>Submit Introduction Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>                      |
| 10/6                  | <b>Midterm</b>   | <b>Midterm</b>  |
| 10/13                 | TLT Discussion + Class Lecture<br>Ch.14: The Informative Speech<br>Overview Informative Speech   | TLT, Part II.4: Teach Me Something New;<br>Watch Susan Cain: The Power of Introverts<br>Complete TLT Quiz   |
| 10/20                 | <b>Submit Informative Speech Outline to Canvas</b><br><b>Submit Informative Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>   | <b>Submit Informative Speech Outline to Canvas</b><br><b>Submit Informative Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>                        |
| 10/27                 | <b>Submit Informative Speech Outline to Canvas</b><br><b>Submit Informative Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>   | <b>Submit Informative Speech Outline to Canvas</b><br><b>Submit Informative Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>                        |
| 11/3                  | TLT Discussion + Class Lecture<br>Ch.15: The Persuasive Speech<br>Overview Persuasive Speech   | TLT, Part II.5: Deliver Jaw-Dropping Moments;<br>Complete TLT Quiz  |
| 11/10                 | <b>Submit Persuasive Speech Outline to Canvas</b><br><b>Submit Persuasive Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>     | <b>Submit Persuasive Speech Outline to Canvas</b><br><b>Submit Persuasive Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>                          |
| 11/17                 | <b>Submit Persuasive Speech Outline to Canvas</b><br><b>Submit Persuasive Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>     | <b>Submit Persuasive Speech Outline to Canvas</b><br><b>Submit Persuasive Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>                          |
| 11/24                 | TLT Discussion + Class Lecture<br>Impromptu Communication - Guest Speaker  | TLT, Part II.6: Lighten Up;<br>Watch Ken Robinson: Schools Kill Creativity<br>Complete TLT Quiz   |
| 12/1<br>(Final Exams) | <b>Submit Special Occasion Speech to GoReact.com</b><br><b>Submit two comments per student speech</b>  | <b>Submit Special Occasion Speech to GoReact.com</b><br><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)  
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### **Master the Art of Storytelling**

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[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,

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

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

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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)

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[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).

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