

COMMUNICATION 1000.13:
Principles of Human Communication
Department of Communication Studies
Point Loma Nazarene University
FALL 2021



“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, Section 13. Although bias, this is my favorite class of all time. I hope you'll enjoy this class as much as I enjoy teaching it! I encourage you to familiarize yourself with this document and reference it often during the semester. The information seen below will be mirrored in the weekly modules as seen in our COM1000.13 Canvas course.

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:

1. Berko, R.M., Wolvin, A. D. & Wolvin, D. R. Communicating: A social and career focus. (12 Ed.). New York: Houghton Mifflin Company.
2. 30 Minute Prep Student Account. See detail regarding 30 Minute Prep below:

This course incorporates 30MinutePrep, an internet-based speech practice and journaling platform. It can be used on your desktop, laptop, notepad, or smartphone. To enroll in this service, please go to www.30MinutePrep.com and use the below Faculty Identification Code – access to the online platform costs \$18 for the entire semester. Please only register individually, as 30MinutePrep student accounts cannot be shared - you will be doing individual/personal journaling after *each* speaking experience. To create an individual student account, you will be asked to insert a "FACULTY ID CODE" – for **COM1000.13**, you will need the below information to register:

Name of Faculty Member	Date/Time of Course	Faculty ID Code
Kelly (Christerson) Sevcik	Tuesday, 6:00pm – 8:40pm	TBD

If you are experiencing trouble logging in, please first try a different Internet browser. If you are still experiencing trouble, please contact me at ksevcik@pointloma.edu.

Once you have created your account, you will select the course in which you are enrolled from a drop-down menu that will display the section number, as well as the class day and time. Make sure you carefully select the class in which you are enrolled, otherwise I will not receive your practice, journal entries, or final narrative. After you enroll, you can watch videos that will show you an overview of the system, give you advice on how to prepare your speeches, and additional tips and tricks that you can leverage for this class.

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

- Decreased communication anxiety and apprehension
- Greatly enhanced organizational structure skills
- Improved speech delivery with better integration of support materials
- Practice accountability and progress tracking
- More complex, sophisticated speeches
- All students learn positive coaching skills (once you display skills mastery by “testing out” you will become a “coach”)
- 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 introductory, informative, and persuasive speech

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

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 7th edition verbal 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

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. I will be guiding this course per the University’s instruction for both synchronous and asynchronous teaching.

DATE	HAPPENINGS	DUE
Week 1: 9/7	Syllabus Self-Assessment (PACE/PRICA)	-
Week 2: 9/14	Ch. 1 Human Comm. Process Lecture + Ch. 2 Foundations Verbal Language Lecture	Complete Dialect Quiz Padlet Noise Complete Foundations Verbal Language Complete Scavenger Hunt Jamboard
Week 3: 9/21	Ch. 3 Nonverbal Communication Lecture Ch. 4 Listening Lecture	Complete Nonverbal Communication
Week 4: 9/28	Ch. 5 Self and the Perception Lecture	Complete Johari Window Project
Week 5: 10/5	Guest Speaker: Kenneth Moore, Senior Manager of Public Affairs	Complete Presenting the Message
Week 6: 10/12	Speaker: Jayanti Menches, Communications Executive	Complete Navigating Speech Anxiety StoryCorps Assignment
Week 7: 10/19	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals
Week 8: 10/26	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals
Week 9: 11/2	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals
Week 10: 11/9	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals
Week 11: 11/16	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals
Week 12: 11/23	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals
Week 13: 11/30	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals	Two 30 Minute Prep Speeches + Two 30 Minute Prep Journals
Week 14: 12/7	FINALS WEEK: TEST OUT SPEECH	FINALS WEEK: TEST OUT SPEECH

Course Assignments:

Course Assignments	Points	My Score
Attendance (1/class)	15	
Interactive Lesson: Dialectic Quiz Padlet	10	
Interactive Lesson: Verbal Language	10	
Interactive Lesson: Scavenger Hunt Jamboard	10	
Interactive Lesson: Nonverbal Communication	10	
Interactive Lesson: Johari Window Project	10	
Interactive Lesson: Presenting the Message	10	
7 In Class Speeches (2/per class)	140	
7 Out of Class Speeches (1/per week)	70	
Journaling (5/per journal entry) = 21 journals total	105	
Test Out Speech	100	
Final Journal Narrative	35	
StoryCorps: Interview Intro	50	
StoryCorps: Interview + Paper	50	
TOTAL:	625	

Assessment and Grading:

“A”: Work that is highly exceptional 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.

Grading Scale:

A = 625 - 562

B = 561 - 500

C = 499 - 437

D = 436 - 375

F = 374 - 0

Recommended TED Talks (that correspond to [Talk Like TED by Carmine Gallo](#)):

Chapter:	Corresponding Ted Talks:
1. Unleash the Master Within	<ul style="list-style-type: none"> • Feats of memory anyone can do by Joshua Foer • The danger of a single story by Chimamanda Ngozi
2. Master the Art of Storytelling	<ul style="list-style-type: none"> • We need to talk about injustice by Bryan Stevenson • The power of vulnerability by Brene Brown
3. Have A Conversation	<ul style="list-style-type: none"> • Your body language shapes who you are by Amy Cuddy • How great leaders inspire action by Simon Sinek
4. Teach Me Something New	<ul style="list-style-type: none"> • The power of introverts by Susan Cain
5. Deliver Jaw-dropping Moments	<ul style="list-style-type: none"> • The orchestra in my mouth by Tom Thum
6. Lighten Up	<ul style="list-style-type: none"> • Do schools kill creativity? by Sir Ken Robinson
7. Stick to the 18-Minute Rule	<ul style="list-style-type: none"> • A Message Map by Carmine Gallo
8. Paint A Mental Picture with Multisensory Experiences	<ul style="list-style-type: none"> • The secret structure of great talks by Nancy Duarte
9. Stay in Your Lane	<ul style="list-style-type: none"> • Cross cultural communication by Pellegrino Riccardi

Course Procedures (specific to 30MinutePrep): The practice sessions in 30MinutePrep are designed to follow the same order as your in-class speeches. Every week, I will release topic areas on **Sunday** and they will appear in your 30MinutePrep account. Once you have seen the topic areas, and have gathered, read, annotated, and filed your articles, you log into 30MinutePrep and hit the Start button to receive three topic questions. Students have 2 minutes to select one of the three topic questions to address. Once a topic is selected, the 30-minute timer begins. When the 30 minutes are up, a 2-minute warning timer appears to allow you to gather your materials, stand, and prepare to speak. Students are strongly encouraged to deliver their presentations in front of family members, friends, or fellow students, but you can practice by yourself as well. Once the two-minute warning timer expires, a 7-minute countdown timer appears, signaling the start of your speaking time. Stand and deliver your speech. When you are finished, click “Done” and you will be taken to the journaling area to reflect on your most recent speech.

In-Class Speeches: After an in-class speech session, you will take the notes from that session and log in to 30MinutePrep. Select “Journal” from the navigation and click on the “In-Class” button. This will take you to your in-class journaling area. Input the date of your speech, the topic question you chose to speak about, and how long you spoke. Then lay out the main points of your speech in the order you presented them, identify the sources you used, what you did well, what you could do to improve, and the two areas or elements you plan to focus on for your next speech. Once you “test out,” you will click on the Tested Out button. Now, alternate reporting boxes appear that you will fill out to chronicle your coaching session on days you are assigned to peer coach, rather than to speak, in class.

Out-of-Class Speeches: When you complete your outside-of-class practice speeches, you are taken to your own journaling area. Here you will see that the date, topic, and speaking time have already been automatically imported into your journal entry for that speech. You are required to go through the same evaluation process in your outside-of-class practice speeches as you did for your in-class speeches. On the left of the page you will see organizational structure terms, delivery skills, and content critique terms listed for easy reference to help you as you journal.

Review your journal entries regularly to see your progress and to determine what skills you still need to work on before your next speech.

Journaling: Journaling is an indispensable part of this course, and it is integrated into 30MinutePrep. At first, speech construction, aspects of delivery, and content issues appear as an overwhelming number of technical elements. By journaling, all of the major components of speech construction, delivery, and content are broken down into individual skills that you will build a couple at a time. Once you see and track your success, you will find that the “fear factor” is reduced, and your abilities will grow with each successive session. Journaling is used after in-class speeches, outside-of-class practice speeches, and to compose a final narrative.

Speeches, “Testing Out,” and Coaching: The goal of the performance section of this class is **skills mastery**. Once the lecture part of class is concluded, you will speak every day in class until the end of class. The type of speaking you will learn is extemporaneous speaking. All students begin as speaker-critics. Once your group evaluates you as ready for testing, you may volunteer for testing at the next class session.

To "test out," you must exhibit flawless organizational structure -- meaning that all of the elements of your organizational structure must be present, well-developed, and in the right order; reasonably good topic analysis and incorporation into your speech of at least 3 unique source - cited pieces of evidence as supporting material; and generally good physical and vocal delivery. To test out you must earn an 85 or higher on your speech. If you do not reach that goal, you will continue to practice with your group and then retest at a later date. You may not test more often than once every 3 class sessions, unless there is space in the testing group due to lack of volunteers. Once you pass testing, you may retest at a later date before the end of the class, space permitting, to attempt to raise your grade.

Once you have tested out you become a coach. You must maintain your skills by speaking with your group once a week, and the other class session you will be coaching your classmates to help them pass testing. The goal of this class is for everyone to pass testing and demonstrate competent communication skills. Students who do not pass testing by the final date will have a final speech date assigned to them where they will perform for an evaluative grade in the class, which will be based on their skill level.

Final Journal Narrative: At the end of class, you will be required to complete a final narrative based on your development as a speaker. You can use your journal entries to help you describe where you started as a speaker, and the skills you have attained over the semester. You can also discuss any areas of public speaking that were particularly difficult for you, reveal how you improved, and talk about the overall impact of the course on you as a student.

When you have completed filling out all of the boxes, you can click to submit the final journal to me.

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 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.

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

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.

Mid Term 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), March 2009, 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), January 2013, 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/ (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), October 2007, 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 (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), December 2006, 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
(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
(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 (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 (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 (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 (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_exp
id=166907-
20'utm_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss_all%26q%3Dke
n%2Brobin](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html?qsha=1'utm_exp
id=166907-
20'utm_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss_all%26q%3Dke
n%2Brobin) (accessed May 18, 1013).

[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 (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 (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 (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 (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 (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 (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](http://www.ted.com), August 2012, 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 (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 (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 (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 (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 (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 (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 (accessed May 18, 2013).

James Cameron, "James Cameron: Before Avatar ... a Curious Boy," [TED.com](http://www.ted.com/talks/james_cameron_before_avatar_a_curious_boy.html), March 2010, 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/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), 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 (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 (accessed April 11, 2013).

Susan Cain, "Susan Cain: The Power of Introverts," [TED.com](http://www.ted.com/talks/susan_cain_the_power_of_introverts.html), March 2012, 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/talks/seth_godin_on_sliced_bread.html), April 2007, 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/talks/ben_saunders_why_bother_leaving_the_house.html), December 2012, 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/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 (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 (accessed April 11, 2013).

Raghava KK, "Raghava KK: My 5 Lives as an Artist," [TED.com](http://www.ted.com), February 2010, 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), April 2013, 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), June 2006, http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html?qsha=1'utm_exp_id=166907-20'utm_referrer=http%3A%2F%2Fwww.ted.com%2Fsearch%3Fcat%3Dss_all%26q%3Dken%2Brobin (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), 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), March 2013, 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), March 2008, 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), April 2013, 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), February 2009, 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), February 2012, 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), April 2013, http://www.ted.com/talks/rose_george_let_s_talk_crap_seriously.html (accessed May 19, 2013).

[YouTube.com](http://www.youtube.com), "Jim Carrey and Stephen Hawking on Late Night with Conan O'B," [YouTube.com](http://www.youtube.com), 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), April 2008, 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), January 2011, 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), February 2012, 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), December 2010, 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 (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/ (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 (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 (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 (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 (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 (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 (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 (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 (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 (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 (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 (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.