



## **COM 1000 Principles of Human Communication**

*Department of Communication Studies*

Quad 2 Fall 2021 ◊ 3 Units ◊ Section 4

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Office hours: zoom appointments upon request

### **PLNU Mission: To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **Course Description**

A survey of the human communication process. Emphasis is placed on intrapersonal, interpersonal, and public communication. Particular attention is paid to the preparation and presentation of speeches.

### **Course Learning Outcomes**

Students who successfully complete this course will:

1. Be able to describe and discuss the process of human communication.
2. Be able to identify and explain the basic components of an effective speech.
3. Be challenged to interact competently in dyadic, and small group experiences.
4. Be able to construct and deliver informational and persuasive speeches.
5. Develop the theoretical, practical, and spiritual foundations for effective communication.

### **Foundational Explorations Mission**

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.

This course will meet the following PLNU Foundational Explorations Learning Outcomes:

FELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.

FELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

FELO 1d. Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

FELO 2a. Students will develop an understanding of self that fosters personal wellbeing.

### **Required Materials**

1) Textbook:

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.

### **Assessment and Grading**

This class is an online-only class, so we do not have any in-person or synchronous meetings. Below you will find the assignments for the semester. Assignments and speeches will have grading rubrics that you are welcome to view at any time. Your final grade will be calculated by dividing the number of points you earn by the total number of points at the end of the semester. Here are the categories of assessment (see Canvas for the points possible):

- Speeches: Intro Speech, Informative Speech\*, Persuasive Speech\* (you will post your presentations on the class discussion board.)
- Outlines: Informative Outline (rough draft and final), Persuasive Outline (rough draft and final),
- Assignments: Interactive Lessons, Research Assignments, Peer Feedback, Library Guide, Speech Analysis Journals, Collaborative work and personal reflection journals
- Quizzes within Interactive Lessons
- Exams over course material

\*The course requires 2 major speeches this semester (informative & persuasive); in order to pass the class, you must submit both speeches on our Canvas course site. **Students who do not submit both speeches will receive an "F" grade for the course.**

**Grade Scale** (with corresponding adjectives to help you frame the kind of work that must be done for the associate grade)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

### Method of Instruction/Course Norms

1. Attendance will be determined Canvas log-in, threaded discussions, quizzes and collaborative assignments provided in each session.
2. In order to pass the class, students must submit an informative speech and a persuasive speech.
3. All written work must be typed, and attention should be paid to form (including grammar, punctuation, spelling, and general appearance) as well as content.
4. Students may use their textbooks and notes on quizzes and tests, but they may not work with other students to complete the assessments. Collusion is a form of cheating and will result in a failing grade.
5. Late work will be accepted with a point reduction for *one week only*.
6. For the course discussion boards, students must make an initial post to each threaded discussion and make at least two comments to another student's thread. Responses to threaded discussions are meant to be a conversational. This means the content should be more than simple agreement. A good response would show insight into the question or prompt and also create the potential for more discussion. Students will not receive credit for the threaded discussions if they do not participate in the threaded discussions at the designated time.
7. Integrity is of great importance. Plagiarism of any sort will not be tolerated and will result in a grade of "F" for the project and possibly the course.
8. Please check your PLNU email account daily. This is the way that I will most frequently communicate with you outside of class, and it's also the way the university distributes important information.
9. The subject librarian for Communication, Anne-Elizabeth Powell, is available to help you with planning and organizing your research, as well as locating resources for your class assignments. She can be reached at apowell@pointloma.edu or 619-849-2208.
10. We will not maintain an "always on" mentality as it's not a sustainable way to conduct our work this semester. To that end, I am committed to responding to emails within 24 hours (and on Mondays for emails sent to me Fri-Sun).
11. This syllabus serves as the contract between the students and professor. Your continued enrollment in the course serves as agreement to abide by the policies and information set forth here. Please do not expect exceptions to be made for you.

### Course Schedule

Please note, our **Course Learning Outcomes** for all of our assignments are listed in the Course Overview in each weekly module. Also, this schedule may change depending on our circumstances. Any changes will be posted on Canvas. Rest assured, I will not spring any new assignments or work on you at the last minute.

Date	Plan for the Week
<p><b>Week 1:</b> <b>10/20-10/24</b></p> <p>*All work is due on Sunday unless indicated for Discussion purposes or group work</p>	<p>Course Introduction</p> <p>Read: Overview, <i>Revolutionary Communicator</i>, chapters 1 &amp; 2 and complete Interactive lessons</p> <ul style="list-style-type: none"> <li>-The Human Communication Process</li> <li>-Foundations of Verbal Communication</li> </ul> <p>Actions:</p> <ol style="list-style-type: none"> <li>(1) Discussion board post: Self- Introduction Mini Speech Due by 10/24 (replies to peer posts due by 10/24 )</li> <li>(2) Collaborative Work on DB- Initial post due by 10/24</li> <li>(3) Write Journal Reflection #1</li> <li>(4) Review: Vocabulary</li> </ol> <p>Submit: Academic Honesty Verification Statement, Journal Reflection #1, Interactive lessons, Discussion board posts/replies</p>
<p><b>Week 2:</b> <b>10/25-31</b></p>	<p>Read: Overview, <i>Revolutionary Communicator</i>, chapters 3-4 and complete Interactive lessons</p> <ul style="list-style-type: none"> <li>-Nonverbal Communication</li> <li>-Listening</li> </ul> <p>Actions:</p> <ol style="list-style-type: none"> <li>(1) Collaborative Work- Expectancy Violation examples (Initial post due by 10/28 and replies to peer posts due by Due)</li> <li>(2) Collaborative Work- Nonverbal &amp; Verbal relationship videos (Initial post due by and replies to peer posts due by Due 11/28)</li> <li>(3) Review: Vocabulary</li> </ol> <p>Submit: Listening with Empathy Assignment, Interactive lessons, Discussion board posts/replies</p>
<p><b>Week 3:</b> <b>11/1-11/7</b></p>	<p>Read: Overview, <i>Revolutionary Communicator</i>, chapters 5 &amp; 16 and complete Interactive lessons (including speech anxiety lesson)</p> <ul style="list-style-type: none"> <li>- The Self and Perception</li> <li>- Presenting the Message</li> <li>- Speech Anxiety Lesson</li> </ul> <p>Actions:</p> <ol style="list-style-type: none"> <li>(1) Collaborative Work: Create Exam 1 Review Padlet (Due 11/4)</li> <li>(2) Take Exam 1</li> <li>(3) Write Speech Delivery Plan</li> <li>(4) Review: Vocabulary</li> </ol> <p>Submit: Interactive lessons, Discussion board posts/replies, Exam 1 and Speech Delivery Plan</p>
<p><b>Week 4:</b> <b>11/8-11/14</b></p>	<p>Read Overview, <i>Revolutionary Communicator</i>, chapters 11-13 and complete Interactive lessons</p>

	<ul style="list-style-type: none"> <li>-Planning the Message</li> <li>-Developing the Message</li> <li>-Structuring the Message</li> </ul> <p>*Finalize topic for Informative Speech</p> <p>Actions:</p> <ol style="list-style-type: none"> <li>(1) Please watch Chris Anderson’s Ted Talk on “TED’s secret to great public speaking” and read Tricia Brouk’s article, “To Give a Great Presentation, Distill Your Message to Just 15 Words.”</li> <li>(2) Collaborative Work: Visuals in Need of Aid (Initial post due by 11/11 and replies to peer posts due by 11/14)</li> <li>(3) Complete the Library Guide Assignment and speech research</li> <li>(4) Write thesis statement for informative speech</li> <li>(5) Review: Vocabulary</li> </ol> <p>Submit: Interactive lessons, Library Guide assignment, Informative Speech Working Outline, Midcourse survey</p>
<p><b>Week 5:</b> <b>11/15-11/21</b></p>	<p>Read: Overview, <i>Revolutionary Communicator</i>, chapters 8 &amp; 14 and complete Interactive lessons.</p> <ul style="list-style-type: none"> <li>-Informative Speaking</li> <li>-Interviewing</li> </ul> <p>Actions:</p> <ol style="list-style-type: none"> <li>(1) Collaborative Work: Thesis Statement Peer Review (Initial post due by 11/18 and replies to peer posts due by 11/21)</li> <li>(2) Write Informative Speech Working Outline (due 11/21)</li> <li>(3) Review: Vocabulary</li> </ol> <p>Submit: Interactive lessons, Discussion boards and replies, Informative Speech Working Outline</p>
<p><b>Week 6:</b> <b>11/22-11/28</b></p>	<p>Read Overview, <i>Revolutionary Communicator</i>, chapters 6 &amp; 7 and complete Interactive lessons</p> <p>Chapters 6, 7:</p> <ul style="list-style-type: none"> <li>-Interpersonal Communication</li> <li>-Conflict Management Skills</li> </ul> <p>Actions:</p> <ol style="list-style-type: none"> <li>(1) Collaborative Work: Connecting Remotely (Due 11/28)</li> <li>(2) Review Speech Delivery Plan</li> <li>(3) Practice Informative Speech</li> <li>(4) Post Informative Speech by 11/24</li> <li>(5) Peer Feedback on Informative Speeches (Due 11/28)</li> <li>(6) Informative Speech Analysis Journal Reflection (Due 11/28)</li> <li>(7) Review: Vocabulary</li> </ol> <p>Submit: Interactive lessons, Informative Speech, Peer Feedback, Discussion board posts/replies</p>

<b>Week 7:</b> <b>11/29-12-5</b>	Read Overview, <i>Revolutionary Communicator</i> , chapters 9-10 and complete Interactive lessons -Communicating in Groups  Actions: (1) Get topic for Persuasive Speech Approved by professor (2) Research assignment for Persuasive Speech (3) Collaborate with your assigned group on the commencement speech and Killer Persuasion Techniques (4) Review: Vocabulary (5) Complete Persuasive Speech Outline (6) Practice Persuasive Speech  Submit: Interactive lessons, Discussion boards and replies, Persuasive Speech Research and Working Outline
<b>Week 8:</b> <b>12/5-12/10</b>	Read Overview, <i>Revolutionary Communicator</i> , chapters 15 and complete Interactive lesson -Persuasive Speaking  Actions: (1) Collaborative Work: Warren Buffet (Initial post due by 12/9 and replies to peer posts due by Due 12/10) (2) Review: chapter 16, Speech Delivery Plan, Vocabulary (3) Submit Persuasive Speech Outline (4) Submit Exam 2 (5) Post Persuasive speech (6) Complete Peer Feedback posts for assigned speeches (7) Once your speech has been graded, complete Self-Analysis Reflection  Submit: Exam 2, Final Persuasive Speech Outline, Self-Analysis Reflection, Persuasive Speech, Peer Feedback and End of Course Evaluation

### University Notifications

#### *Attendance & Participation*

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings (including online sessions), the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. For further information please reference the Academic Policies in the academic catalog.

#### *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 15 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 113 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. Incompletes will only be assigned in extremely unusual circumstances.

#### *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 needs 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.