

Fall 2021

<b>Meeting days:</b> Tuesdays and Thursdays	<b>Instructor:</b> Josh Cangelosi
<b>Meeting times:</b> 1:30-2:45 PM	<b>E-mail:</b> jcangelo@pointloma.edu
<b>Meeting location:</b> Cabrillo Hall 104	<b>Office location and hours:</b> By appointment / Zoom link as needed: <a href="https://arizona.zoom.us/j/96745370855">https://arizona.zoom.us/j/96745370855</a>
<b>Final exam:</b> Tuesday, 12/14 1:30-4:00 PM	<b>Semester dates:</b> 8/31/21-12/10/21

### 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 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.

### 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.

### COURSE DESCRIPTION

*The motto for this course is "Speak out, and find your voice!"*

**Catalog 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.

**and more:** This course is designed to provide you with the skills needed for effective public speaking and communication in multiple contexts. These skills include preparing and organizing a speech, developing speech content, and presenting a speech. In addition to the public speaking component of this course, emphasis will also be placed on intrapersonal communication (communication with the self) and interpersonal communication (communication with others). We will study topics such as nonverbal communication, listening, interviewing, working in groups, and conflict resolution.

### COURSE LEARNING OUTCOMES

By the end of the course, you will be able to:

- describe and discuss the process of human communication
- identify and explain the basic components of an effective speech
- interact competently in dyadic, and small group experiences.
- construct and deliver informational and persuasive speeches

### REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Berko, R.M., Wolvin, A. D. & Wolvin, D. R. *Communicating: A social, career, and cultural focus.* (12th Ed.). New York: Houghton Mifflin Company.

Additional readings/resources will be made available on Canvas.

### 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.

## **ASSESSMENT AND GRADING**

Grades will be based on the following:

### **Participation—224 Points**

Your active in-class participation is vital to your success in this course. Participation includes attendance, contributions to classroom discussions and activities, attitude and behavior, and respect for your teacher and peers. So please bring a positive and engaged attitude to class, and seize this opportunity to develop your voice and ideas! There are 28 scheduled class meetings worth 8 points each (see course calendar below). Attendance will be recorded at the very start of class. If you arrive late, you must notify me at the end of class so that I can record your attendance, or you will not earn any points for that day. Tardiness, early departure, lack of participation, or violation of behavioral policies will result in the reduction/elimination of participation points for relevant days.

### **Homework—184 Points**

**For most classes, you will submit homework to Canvas by 11:59 PM the night before the scheduled class (see course calendar and lockout times on Canvas for homework schedule).** There are 23 scheduled homework assignments worth 8 points each. All homework is awarded full credit upon *satisfactory* completion.

Homework falls into two categories:

#### **1. Discussion Posts on Readings**

You can discuss any topic you want from the assigned reading. (You may also opt to answer one of the discussion questions within chapter readings if you have trouble thinking of a response.) To earn credit, posts must be well-written, well-developed argumentative paragraphs with a topic sentence stating your perspective on one of the issues discussed in the reading, supporting sentences that develop your argument, and a concluding sentence that wraps up the paragraph. Responding to other students' posts is encouraged but not required (just be sure to keep any replies civil and respectful).

#### **2. Preparation for Speeches**

In preparation for various speeches, you will complete assignments, such as speech proposals, APA works cited pages, APA outlines, résumés, and impromptu lists.

### **Four Speak Out Speeches (Self-introductions, Interviews, Impromptu Speeches, and an Original Speak Out Speech)—200 Points (50 points each)**

Perform 4 scheduled Speak Out speeches (see course calendar below). You choose the topic of your Original Speak Out (just be sure to get your topic approved by the instructor). You can (1) make a YouTube video and share it with the class, (2) give a sermon or your testimony, (3) perform a concert/poetry reading, (4) perform a comedy sketch, (5) give an inspirational speech, (6) give an apologetics speech, or (7) suggest another idea. Self-introduction speeches are 2-3 minutes. Interviews are approximately 5 minutes; résumés will be submitted prior to the interview and may be used during the interview. Impromptu speeches are 5 minutes. Original Speak Outs are 5-7 minutes. Visual Aids, such as PowerPoint presentations, will not be used in Interviews or Impromptu Speeches but are optional in Self-Introductions and Original Speak Outs. All Speak Outs will be presented extemporaneously (from notes, never read word for word). All Speak Outs are awarded full credit upon *satisfactory* completion.

### **Group Informative Speech—134 Points**

Your group (TBA) must complete a well-researched informative speech (approximately 10-12 minutes in length) on an approved topic of your group's choice. Each member of the group will present a part of the speech extemporaneously from an outline (not read word for word). Slides formatted in APA style, to be used as visual

aids, are required. Group informative speeches are assigned letter grades based on the Informative Speech Rubric (see Canvas).

### **Persuasive Speech—200 Points**

You must complete a well-researched persuasive/after-dinner speech on an approved topic of your choice (between 7-10 minutes in length), to be delivered extemporaneously from an outline (not read word for word). Visual aids are not allowed. Persuasive speeches are assigned letter grades based on the Persuasive Speech Rubric (see Canvas).

### **Final Exam (StoryCorps Interview and Paper)—58 Points**

You will interview an acquaintance or loved one using the free StoryCorps app and upload your interview to the StoryCorps online platform (America’s oral history project). Once uploaded, your interview will be added to an archive at the American Folklife Center at the United States Library of Congress. At the end of the semester, you will turn in a reflective essay that describes your interview experience. If you would like to find out more about StoryCorps, visit: <https://storycorps.org>. The interview link and paper are awarded full credit upon *satisfactory* completion. They are due to Canvas by 12/15 at 11:59 PM.

### **Extra Credit**

You can earn up to 60 extra-credit points. All written extra credit must be emailed to me by 12/15 at 11:59 PM. Failure to comply with behavioral policies will result in the loss of any and all extra credit. Here are some easy ways to earn extra credit:

1. Show and Tell: For up to 10 points per presentation, share one of your talents with the class—a song, poem, painting, etc. Please arrange to present with the instructor, set up prior to class, and keep presentations classroom appropriate and shorter than five minutes.
2. Reflections: For up to 10 points per reflection, email me reflections on any of the course material or responses to any of the questions in the course text. Reflections should be well-developed paragraphs.

### **Grade Scale Based on Percentages**

<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	

### **BEHAVIORAL POLICIES**

Failure to comply with the following behavioral policies will result in the reduction of the student’s grade:

- Remain civil, attentive, and respectful to your peers and professor.
- Bring your books, and actively participate in class discussions and activities.
- Comply with the instructor’s moderation of classroom discussions.
- Use electrical devices only as classroom tools at appropriate times.
- Refrain from side conversations while your instructors or peers are speaking.
- Do your best to use the restroom before class.
- If you arrive late after role, be sure to inform the instructor after class so you are not counted absent.

### **QUESTIONS**

Every question is important, so please do not hesitate to ask questions in or out of class! There is no stupid question. So if you don’t understand something, ask! I am available before/after class, by office hours, or by e-mail to answer all your questions or tutor you on any course subject for which you need extra assistance. I am here to help, and I enjoy working with students individually! So, please, don’t hesitate to contact me!

### **EMAIL**

I will frequently use Canvas Announcements or email to communicate with you, so please check both.

### **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 Homework—including assignments posted in Canvas. I do not accept late work, so course assessments cannot be made up late if you fail to complete them by their respective deadlines or are absent on days scheduled for these assessments. That noted, you can earn up to 60 points extra credit toward missed assessments.

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 Homework

dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are Homework 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 Homework 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.

### **SYLLABUS SUBJECT TO CHANGE**

Information contained in the course syllabus is subject to change with advance notice, as deemed appropriate by the instructor for student learning.

### **COURSE CALENDAR**

**\*\*All homework is due to Canvas by 11:59 PM the night before the scheduled class\*\***

#### **Week One**

Tuesday, 8/31

In Class: Course introduction  
Homework: None

Thursday, 9/2

In Class: **Speak Out One: Self Introductions**  
Homework: Discussion Post: Chapter 1 (“The Human Communication Process”)

#### **Week Two**

Tuesday, 9/7

In Class: **Speak Out One: Self Introductions**  
Homework: Discussion Post: Chapter 2 (“Foundations of Verbal Language”)

Thursday, 9/9

In Class: Résumé builders and group interview practice  
Homework: Discussion Post: Chapter 8 (“The Interview”)

#### **Week Three**

Tuesday, 9/14

In Class: Résumé review and group interview practice  
Homework: Résumé  
Discussion Post: Chapter 16 (“Presenting the Message”)

Thursday, 9/16

In Class: **Speak Out Two: Interviews**

Homework: None (just prepare for interviews)

#### **Week Four**

Tuesday, 9/21

In Class: **Speak Out Two: Interviews**  
Homework: Discussion Post: Chapter 3 (“Nonverbal Communication”)

Thursday, 9/23

In Class: Introduce informative speeches, select groups, and brainstorm topics  
Homework: Discussion Post: Chapter 11 (“Public Speaking: Planning the Message”)

#### **Week Five**

Tuesday, 9/28

In Class: Group work for informative speech  
Homework: Informative Speech topic proposals  
Discussion Post: Chapter 10 (“Participating in Groups”)

Thursday, 9/30

In Class: Group work for informative speech  
Homework: Rough Informative Speech outlines with APA works cited (at least 6 sources)  
Discussion Post: Chapter 4 (“Listening”)

#### **Week Six**

Tuesday, 10/5

In Class: **Group Informative Speech with slides**  
Homework: Final Informative Speech outlines with APA works cited (at least 6 sources)

Thursday, 10/7

In Class: **Group Informative Speech with slides**  
Introduce Original Speak Out  
Homework: Discussion Post: Chapter 5 (“The Self and Perception”)

#### **Week Seven**

Tuesday, 10/12

In Class: Review of topic proposals and discussion  
Homework: Original Speak Out topic proposals  
Discussion Post: Chapter 6 (“Interpersonal and Electronically Mediated Communication”)

Thursday, 10/14

In Class: Preparation for Original Speak Out, and discussion  
Homework: Discussion Post: Chapter 7 (“Interpersonal Skills and Conflict Management”)

#### **Week Eight**

Tuesday, 10/19

In Class: **Speak Out Three: Original**  
Homework: None (just prepare for Speak Out)

Thursday 10/21

In Class: **Third Speak Three: Original**  
Homework: None (just prepare for Speak Out)

#### **Week Nine**

Tuesday, 10/26

In Class: **Speak Out Three: Original**



Homework: None (just prepare for Speak Out)

Thursday, 10/28

In Class: Introduce Impromptu Speak Out and Persuasive Speeches

Homework: Reading (no post required): Chapter 15 (“The Persuasive Speech”)

### **Week Ten**

Tuesday, 11/2

In Class: Impromptu preparation

Homework: Impromptu list: summary of five examples  
Speech proposals for Persuasive Speech

Thursday, 11/4

In Class: Impromptu preparation

Homework: Impromptu list: summary of five *new* examples  
Final speech proposals for Persuasive Speech

### **Week Eleven**

Tuesday, 11/9

In Class: **Final Speak Out: Impromptu**

Homework: None (just prepare for impromptu)

Thursday, 11/11

In Class: **Final Speak Out: Impromptu**

Homework: APA works cited list of at least 6 sources for Persuasive Speech

### **Week Twelve**

Tuesday, 11/16

In Class: **Final Speak Out: Impromptu** and preparation for persuasive speech

Homework: Preparation outline for Persuasive Speech

Reading (no post required): Chapter 13 (“Structuring the Message”)

Thursday, 11/18

In Class: Preparation for persuasive speech and review of Final Exam (StoryCorps)

Homework: Speaking outline for Persuasive Speech

### **Week Thirteen**

Tuesday, 11/23

In Class: **No Class: Teacher on Zoom during class for optional consultations on Persuasive Speeches:** <https://arizona.zoom.us/j/96745370855>

Homework: None (just prepare for Persuasive Speech)

Thursday, 11/25:

**No Class: Happy Thanksgiving!**

### **Week Fourteen**

Tuesday, 11/30

In Class: **Persuasive Speeches**

Homework: None (just prepare for Persuasive Speech)

Thursday, 12/2

In Class: **Persuasive Speeches**

Homework: None (just prepare for Persuasive Speech)

### **Week Fifteen**

Tuesday, 12/7

In Class: **Persuasive Speeches**  
Homework: None (just prepare for Persuasive Speech)

Thursday, 12/9

In Class: **Persuasive Speeches**  
Homework: None (just prepare for Persuasive Speech)

**Final Exam (Story Corps Interview and Paper) due to Canvas by 12/15 at 11:59 PM. Any extra credit must be also emailed to me by 12/15 at 11:59 PM.**