

**COM 1000: Principles of Human Communication**  
**Department of Communication Studies**  
**Point Loma Nazarene University**  
**Fall 2021**

**Instructor:** Megan DeBoard  
**E-mail:** mdeboard@pointloma.edu

**Office Location:** Salomon Theatre  
**Office Hours:** T.TH 11:00am-12:00pm  
or by appointment

**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 LEARNING OUTCOMES**

At the end of the course, you should be able to do the following:

1. Describe and discuss the process of human communication.
2. Identify and explain the basic components of an effective speech.
3. Interact competently in dyadic and small group experience.
4. Construct and deliver informational and persuasive speeches.

**COURSE TEXT**

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.

**METHOD OF INSTRUCTION / COURSE NORMS**

1. Due to our current pandemic conditions, our class will follow all of the PLNU policies related to Covid-19. Please see the [PLNU Covid-19 website](#), the Covid-19 Canvas course, and the [PLNU catalog](#) for the most current policies.
2. Students will answer the questions on the Campus Clear app each day before coming to class. All of us, including me, can show our respect and care for each other by not coming to class if we don't pass the Campus Clear app or have any covid symptoms.
3. During our in-person class we will all wear face masks (over nose and mouth) and maintain as much distance as possible.
4. If I am in quarantine, our class may need to meet remotely for that time. Please check for PLNU email before coming to class in case there is a last-minute change in the modality of class.
5. If you are in quarantine, please follow the syllabus, complete any assignments on Canvas and get missed notes from a classmate. If you are ill and need an extension, please send me an email.
6. All written work must be typed, and attention should be paid to form (including grammar, punctuation, spelling, and general appearance) as well as content.
7. Late work (except for speeches and quizzes!) will be accepted with a point reduction for *one week*. The exception to this is for illness verified by the EAC (Educational Access Center).
8. 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.

9. 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.
10. 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.
11. 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).
12. 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.

<b>Assignment</b>	<b>Description</b> <i>(please see Canvas for detailed descriptions of each assignment)</i>	<b>Points</b>
<b>Major Speeches</b>	Informative Speech	100
	Persuasive Speech	100
	Group Speech	100
<b>Mini Speeches</b>	Speech of Introduction	25
	Impromptu	25
<b>Assignments</b>	Communication Analysis ( <i>2 analyses @ 25 pts each</i> )	50
<b>Peer Feedback</b>	Each student will give feedback to three peers for the Informative and Persuasive Speeches	0
<b>Reading Quizzes</b>	There will be a quiz for each week reading is due ( <i>6 quizzes @ 10 pts each</i> )	60
<b>Final Evaluation</b>	Interview on StoryCorps	100
<b>Attendance &amp; Participation</b>	Participation = 10% of total grade	100
<b>TOTAL POINTS</b>		<b>660</b>

### GRADING

#### GRADING SCALE

<b>Points</b>	<b>Percentage</b>	<b>Grade</b>
925 – 1000	93 – 100	A
895 – 924	90 – 92	A-
885 – 894	88 – 89	B+
825 – 884	83 – 87	B
795 – 824	80 – 82	B-
775 – 794	78 – 79	C+
725 – 774	73 – 77	C
695 – 724	70 – 72	C-
675 – 694	68 – 69	D+
625 – 674	63 – 67	D
595 – 624	60 – 62	D-
0 – 594	0 - 59	F

## PARTICIPATION RUBRIC

Points	Grade	Description
100 - 90	A	Frequent participation in class discussions; listens and responds with thoughtful ideas; is proactive in offering ideas & viewpoints in group work; does not engage in distracting behavior (social media, texting, looking at other sites/homework while “taking notes”)
80 - 89	B	Participates in most class discussions; responds to others’ input with little prompting; may engage in distracting behavior
70 - 79	C	Occasional participant in class discussions; has to be prompted to provide response and input; engages often in distracting behavior
60 – 69	D	Infrequent participant in discussions; needs to be prompted often to respond; engages frequently in distracting behavior
59 & below	F	Little or no participation; is not proactive in class and small group & below discussions, even with prompting; engages frequently in distracting behavior

## GRADING POLICY

The core of my grading philosophy is that one’s grade is earned. In other words, you must work for the grade that you want. All assignments outlined in the following pages have requirements that outline the bare minimum work—any student who fulfills the minimum requirements, earns, at best, a “C”. In order to achieve “A” or “B” level work, a student must demonstrate work that is above and beyond the requirements of any given assignment, which include, but are not limited to: critical thinking, thorough analysis, and creativity.

**READING QUIZZES:** These assignments are objectively graded. Each quiz has 10 questions with each question worth one (1) point each. The quizzes will cover the material of the text, whether or not the material was covered in class.

**WRITTEN ASSIGNMENTS:** There are only a few written assignments planned for this course. The purpose of the written assignments are to help you analyze certain communication concepts and to think critically about them. These assignments will also help you prepare for the oral portion of the final exam. Requirements for each assignment will be distributed well ahead of the due date. These assignments will be graded on the presence of critical thinking and insightful analysis.

**SPEECHES/PRESENTATIONS** make up the bulk of the semester grade. Each speech assignment has an accompanying list of requirements (see Canvas for detailed instructions) and will be graded on two different components: the content outline and the delivery.

For the speech outline, I will be looking for fulfillment of the stated requirements, including, but not limited to: complete and logical articulation of the main ideas of the speech, well-researched support of the main ideas, critical thinking and analysis of your research, coherent organization and correct formatting as outlined below.

For the delivery of the speech, I look for application of the speech delivery concepts presented in class and in the textbook, evidence of rehearsal of the speech and, for each speech after the first major speech, improvement in delivery style. I take many notes during your presentations, most of which are suggestions for improvement.

**PARTICIPATION** is one of the key components in a course such as COM 1000. Participation includes, but is not limited to, volunteering points of view in class discussions, engaging in active listening of fellow students, refraining from texting, looking at the Internet on laptops, napping, or other activities unrelated to the class. If you are found consistently not participating, points will be deducted from the total participation grade, at my discretion, for each infraction after the first warning.

### **ASSIGNMENT STYLE & FORMATTING**

All speech outlines, the final paper and assignments are to be typed, double-spaced, using Times New Roman, 12 pt. font, with 1” margins. Speech outlines are required to use APA formatting for source citations and bibliographies.

Please refer to [www.apa.org](http://www.apa.org), <http://owl.english.purdue.edu/owl/section/2/10/> or your friendly local librarian for help with paper formatting.

Name
Date
COM100
DeBoard
Assignment Title

Last Name pg. #
-----------------

**CLASS SCHEDULE**

*(subject to change at the instructor's discretion)*

<b>Date</b>	<b>Topic(s)</b>	<b>Assignment(s)/Readings Due</b>	<b>Homework</b>
September 2	Welcome & Class overview Speeches of Introduction		
7	Intrapersonal Communication Listening Speeches of Introduction	- Ch. 4 – “Listening” - Ch. 5 – “The Self & Perception”	
9	Interpersonal Communication I	-Continue Ch. 4&5	<input type="checkbox"/> Write Analysis #1 –
14	Interpersonal Communication II	- Ch. 6 – “ Interpersonal and Electronically Mediated Communication”  - Analysis #1 – Interpersonal & Intercultural Communication <i>(submit on Canvas)</i>	<input type="checkbox"/> Study for Quiz #1
16	Intercultural Communication <b>Quiz #1 (Chs. 6 &amp; 7)</b>	- Ch. 7 – “Interpersonal Skills and Conflict Management”	
21	Topic Selection & Research	- Ch. 14 – “Public Speaking: The Informative Speech” - Ch. 11 – “Public Speaking: Planning the Message”	<input type="checkbox"/> Informative Speech: Brainstorm topics <input type="checkbox"/> Study for Quiz #2 <input type="checkbox"/> Write Analysis #2 – Informative Speaking
23	Speech Development <b>Quiz #2 (Chs. 11 &amp; 14)</b>	- Ch. 12 – “Public Speaking: Developing the Message” - Analysis #2 – Informative Speaking <i>(submit on Canvas)</i>	<input type="checkbox"/> Informative Speech: Decide on a topic <input type="checkbox"/> Begin researching your topic
28	Speech Organization	- Ch. 13 – “Public Speaking: Structuring the Message	<input type="checkbox"/> Informative Speech: Research your topic; decide on 3 – 4 main points <input type="checkbox"/> Study for Quiz #3
30	Delivery <b>Quiz #3 (Chs. 12 &amp; 13)</b>	- Ch. 16 – “Public Speaking: Presenting the Message”  - <b>DRAFT Informative Speech Outlines for 2/23 speakers</b> <i>(submit on Canvas)</i>	<input type="checkbox"/> Informative Speech: Begin making delivery notes from your content outline <input type="checkbox"/> Study for Quiz #4
October 5	Non-Verbal Communication <b>Quiz #4 (Chs. 3 &amp; 16)</b>	- Ch. 3 – “Nonverbal Communication” - <b>DRAFT Informative Speech Outlines for 2/25 speakers</b> <i>(submit on Canvas)</i>	<input type="checkbox"/> Informative Speech: Polish outline <input type="checkbox"/> Practice your speech!
7	<b>Informative Speeches</b>	- <b>FINAL Informative Speech Outlines 2/23 speakers</b> <i>(paper copy, submit in class)</i>  - <b>DRAFT Informative Speech Outlines for 3/1</b> <i>(submit on Canvas)</i>	<input type="checkbox"/> Informative Speech: Polish outline <input type="checkbox"/> Practice your speech!
12	<b>Informative Speeches</b>	- <b>FINAL Informative Speech Outlines 2/25 speakers</b> <i>(paper copy, submit in class)</i> - <b>DRAFT Informative Speech Outlines for 3/3</b> <i>(submit on Canvas)</i>	<input type="checkbox"/> Informative Speech: Polish outline <input type="checkbox"/> Practice your speech!
14	<b>Informative Speeches</b>	- <b>FINAL Informative Speech Outlines 3/1 speakers – final draft</b> <i>(paper copy)</i>	<input type="checkbox"/> Informative Speech: Polish outline <input type="checkbox"/> Practice your speech!
19	<b>Informative Speeches</b>	- <b>FINAL Informative Speech Outlines 3/3 speakers – final draft</b> <i>(paper copy)</i>	
21	Persuasion I	- Ch. 15 – “Public Speaking: The Persuasive Speech”	

26	“6 Tips for Writing a Persuasive Speech”	None	<input type="checkbox"/> Persuasive Speech: Brainstorm topics!
28	Group Communication I Quiz #5: Chapter 15	- Ch. 9 – “The Concepts of Groups”  - <b>DRAFT Persuasive Speech Outlines 3/31 speakers (optional; submit on Canvas)</b>	<input type="checkbox"/> Persuasive Speech: Choose topic <input type="checkbox"/> Study for Quiz #6
November 2	Group Communication II Group Project work session Quiz #6 (Chs. 9 & 10)	- Ch. 10 – “Participating in Groups” - <b>DRAFT Persuasive Speech Outlines 4/5 speakers – rough draft (optional; submit on Canvas)</b>	<input type="checkbox"/> Persuasive Speech: Polish outline <input type="checkbox"/> Practice your speech! <input type="checkbox"/> Group Speech: Conduct background research. Write section
4	<b>Persuasive Speeches</b>	- <b>FINAL Persuasive Speech Outlines 3/31 speakers (paper copy; submit in class)</b> - <b>DRAFT Persuasive Speech Outlines for 4/7 – rough draft (optional; submit on Canvas)</b>	<input type="checkbox"/> Persuasive Speech: Polish outline <input type="checkbox"/> Practice your speech!
9	<b>Persuasive Speeches</b>	- <b>FINAL Persuasive Speech Outlines 4/5 speakers – final draft (paper copy – submit in class)</b> - <b>DRAFT Persuasive Speech Outlines for 4/12 – rough draft (optional; submit on Canvas)</b>	<input type="checkbox"/> Persuasive Speech: Polish outline <input type="checkbox"/> Practice your speech! <input type="checkbox"/> Group Speech: Compile and synthesize observations
11	<b>Persuasive Speeches</b>	- <b>FINAL Persuasive Speech Outlines 4/7 speakers (paper copy – submit in class)</b>	<input type="checkbox"/> Persuasive Speech: Polish outline <input type="checkbox"/> Practice your speech! <input type="checkbox"/> Group Speech: Compile and synthesize observations
16	<b>Persuasive Speeches</b>	-- <b>FINAL Persuasive Speech Outlines 4/12 speakers (paper copy – submit in class)</b>	<input type="checkbox"/> Persuasive Speech: Polish outline <input type="checkbox"/> Practice your speech!
18	Impromptu Speeches		<input type="checkbox"/> Group Speech: Compile outline
23	Dinner Party		<input type="checkbox"/> Group Speech: Polish outline; practice presentation
30	Group Communication Lab		<input type="checkbox"/> Group Speech: Polish outline; practice presentation
December 2	<b>Group Speeches</b>	- <b>Group Speech Outlines – final draft (paper copy – submit in class)</b>	<input type="checkbox"/> Group Speech: Polish outline; practice presentation
5	<b>Group Speeches</b>	- <b>Group Speech Outlines – final draft (paper copy – submit in class)</b>	
7	<b>Group Speeches</b>	- <b>Group Speech Outlines – final draft (paper copy – submit in class)</b>	<input type="checkbox"/> Study for written exam
9	<i>Optional Class to meet about Final</i>		
December 14 or 16	<i>Final Project</i>	8:00am Class will have a 7:30am Final on THURSDAY of Finals Week  9:30am Class will have a 10:30am Final on TUESDAY of Finals Week	<input type="checkbox"/> Go forth and celebrate!