

Point Loma Nazarene University
Department of Communication Studies
COM 1000-03: Principles of Human Communication
Spring Semester, 2023, 3.0 Units

Professor: Walter O. Williams, Ph.D. wwilliam@pointloma.edu

Office Hours: M: 12-2:30, R: 12-2:30

Final Exam Schedule: Tuesday, May 2 4:30 pm – 7:00 pm

Meeting Time: Tuesdays 3:00 pm – 5:45 pm

Office: Cabrillo 207

Phone: 849-2724

Location: Cabrillo 102

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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

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 Learning Outcomes

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

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

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, 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.

Student Responsibility:

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, not the instructor, has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university). Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) will result in a grade of F on the official transcript.

Spiritual Care:

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation.

PLNU Academic Accommodations Policy:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

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 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.

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.

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.

Required Text:

Berko, Roy M., Andrew D. Wolvin, and Darlene R. Wolvin. Communicating: A Social and Career Focus. New York: Houghton Mifflin. (Any recent Edition)

Course Procedures

1. This is not primarily a lecture course. It's about learning to express yourself publicly. You will need to discuss the ideas presented, ask questions, express your own ideas, and fully participate in the life of the class.
2. All speeches must be presented before an audience, which is, in this case, you classmates. If you are absent on the day you are assigned to speak, you may present the speech, **if time permits**, on another **speech day** at a **20-POINT REDUCTION**.
3. If you are absent on a speech day because of an **officially sponsored University event**, a letter (email) from the provost's office must be received by me in order to excuse this absence. If you know in advance that one of these events is going to disrupt a speech day, inform me and try to trade with another student for a day you will not be absent.
4. Each prepared speech will be delivered from an outline: **NO MANUSCRIPT (READ) OR MEMORIZED SPEECHES**. You will develop a conversational and extemporaneous style for all speeches. Speeches will be timed. See speech guidelines for details.
5. Grading for speeches is both subjective and objective. Below is an example of the evaluation sheet.
6. You will be graded in this course on process as much as product.
7. Each student is required to dress professionally when presenting speeches in class.

SPEECH EVALUATION FORM

Name _____ Time _____ Date _____ Grade _____
 Type of Speech _____
 Thesis Statement _____

10 = *Exceptional*; **9** = *Outstanding*; **8** = *Very Good*; **7** = *Adequate*; **6** = *Passing*; **5 – 1** = *Poor to Unacceptable*

Areas of Competence:

1. **Outline & Bibliography**: Clearly ordered and numbered, keyword format, well organized, 4-part.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

2. **Introduction/Thesis/Conclusion**: Attention, orientation, creativity, clarity of focus, preview, clincher.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

3. **Organization of Body**: Development of topic, transitions, flow, comprehensibility, arrangement.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

4. **Delivery**: Posture, movement, diction, articulation, speed, volume, pitch variation, gesture.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

5. **Supporting Materials**: Quotations, citations, qualifications, evidence, statistics, testimonies, etc.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

6. **Audio-Visual Aids**: Clear, appropriate quality, interesting, well incorporated, not an outline.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

7. **Ethos**: Topic and language, connection to audience, eye contact, personal appearance, charisma.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

8. **Pathos & Logos**: Emotional & psychological appeals, development of logical appeals, precision.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

9. **Extemporaneous Style**: Conversational, little reading, from personal knowledge, from key words.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

10. **Time Management**: Proportionate and skilled time use for Intro, Thesis, Body, and Conclusion.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

100 POINT GRADING SCALE:

<u>GRADE</u>	<u>POINT VALUE</u>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

THIS IS IMPORTANT. Your final course grade will be based solely on the work you do in class. There is NO extra credit in this course, nor any additional work that can augment your grade. There will be NO “bumping up” of grades at the end of the semester, so please don’t write me a flattering email during the last week me asking for this kind of accommodation. My policy on the FINAL grade rounding is: if you are within 0.5% of the next grade, I round up. Therefore, 89.55 becomes an A-; 89.48 remains a B+. Please refer to this and DON’T email me about it at the end of the semester. Also, I accept late papers until the last day of the semester at a 10% reduction.

GRADE BREAKDOWN

Grading for this course will be determined in the following manner:

Informative Speech	15%
Impromptu Speech	5%
Group Presentation	10%
Persuasive Speech	20%
Examination #1	15%
Examination #2	15%
Discussion Participation	5%
Rhetorical Analysis	<u>15%</u>
TOTAL	100%

ASSIGNMENTS

1. **Informative Speech (15%):** Each student will select and focus a topic, research it thoroughly (given the time limitations), and present a 6-7 minute speech with strong supporting materials. A sample outline is attached with details.
2. **Group Presentation (10%):** Students will be placed in small groups, will thoroughly research a topic, and will conduct a panel discussion as “experts” on that topic. The class at large will respond and ask questions. The issues and format will be discussed in class. The grade will be a group grade.
3. **Impromptu Speech (5%):** Students will present pro or con speeches in response to the daily news events with which I begin the class. The speech should be approximately 1-2 minutes in length, incorporating as many techniques as are appropriate given the preparation time. This will be more fully discussed in class. Grading is based on my assessment of your involvement and skills acquisition.
4. **Persuasive Speech (20%):** Each student will research and present a 9-10 minute speech in an effort to persuade the audience to alter their attitude(s), belief(s), or action(s). A sample outline is attached with details.
5. **Rhetorical Analysis (15%):** Each student will develop an 800-900 word essay in which a selected artifact from the popular culture is examined. The focus of the analysis should be on the way symbols communicate on an extra-linguistic level. The essay must be formatted according to the MLA Style Manual. The artifact discussed more fully in class. See attachment for details.
6. **Examinations (15% each):** The exams will consist of multiple choice, fill in the blanks, definition, matching, and short answer, and will cover the material presented in the text, class lectures, and discussions. The second exam will include an essay.
7. **Discussion participation (5%):** Grading will be based on how often and how fulsomely you involve yourself in the class discussions. You will also be expected to respond to presentations by asking pertinent questions. I understand that some of you may want to sit in the back and be silent for the semester, but this is university. You need to start asserting yourself and discovering your voice, because your ideas matter, but only if someone hears them.

COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1/17	Course orientation and overview Class introduction	Syllabus
1/24	The Human Communication Process Foundations of Verbal Language Nonverbal Communication	Chpt. 1 Chpt. 2 Chpt. 3
1/31	Planning & Presenting the Message Developing the Speech Structuring the Message Informative Public Speaking	Chpt. 11 Chpt. 12 Chpt. 13 Chpt. 14
2/7	Informative speech presentations	Outline/Visual aid
2/14	Informative speech presentations	Outline/Visual aid
2/21	Listening Intrapersonal Communication Interpersonal Communication/Exam review	Chpt. 4 Chpt. 5 Chpt. 6 Chpt. 7
2/28	Discuss Rhetorical Analysis	Examination # 1
3/14	Theory of Groups/Activity Participating in Groups/Activity	Chpt. 9 Chpt. 10
3/21	Group Presentations	
3/28	Group Presentations	
4/4	Presentation of Artifact/Topics Persuasive Public Speaking	Critique Due Chpt. 15
4/11	Persuasive speech presentations	Outline/Visual aid
4/18	Persuasive speech presentations	Outline/Visual aid
4/25	Persuasive speech presentations	Outline/Visual aid
5/2	(4:30 – 7:00 pm)	Examination # 2

SAMPLE INFORMATIVE SPEECH OUTLINE

(6-7 minutes)

I. Introduction

- A. Gain audience's attention.
- B. Orient audience to the topic.
- C. Why is the subject important to the audience?
- D. Make transition to thesis statement.

II. Thesis Statement (Preview)

- A. This must be a strong and purposeful statement.
 - 1. Purpose of speech
 - 2. Preview points of speech

III. Body

- A. First Main Point.
 - 1. Subpoint or illustration
 - 2. " "
 - 3. " "
- B. Second Main Point.
 - 1. Subpoint or illustration
 - 2. " "
 - 3. " "
- C. Third Main Point.
 - 1. Subpoint or illustration
 - 2. " "
 - 3. " "

IV. Conclusion

- A. Summary.
- B. Closing statement -- make it strong so it will be remembered.
- C. "Are there any questions?"

REQUIREMENTS:

1. Present speech **EXTEMPORANEOUSLY**: from a **KEYWORD OUTLINE**. **DO NOT READ** your speech as a manuscript. Doing so will reduce your grade by 30%.
2. Give instructor a **TYPED COPY** of outline **AT THE TIME** you present your speech. The outline you give me **MUST** match that outline you are presenting from.
3. You must include a minimum of **THREE** oral quotes in the body of your speech and provide a **TYPED BIBLIOGRAPHY** listing your three sources (**NO LATE BIBS**).
4. Use the above outline as an example only.
5. Professional dress is required.
6. Practice timing your speech.
7. Use **PowerPoint** type of technology.

SAMPLE PERSUASIVE SPEECH OUTLINE

(9-10 minutes)

I. Introduction

- A. Gain audience's attention.
- B. Orient audience to the topic.
- C. Why is the subject important to the audience?
- D. Make transition to thesis statement.

II. Thesis Statement

A. This must be a strong, purposeful, **AND PERSUASIVE** statement and must preview each of the following:

- 1. What must be done.
- 2. Why it must be done.
- 3. Why this audience must play a role.

III. Body

A. First Main Point.

- 1. Supporting Material
- 2. " "
- 3. " "

B. Second Main Point.

- 1. Supporting Material
- 2. " "
- 3. " "

C. Third Main Point.

- 1. Supporting Material
- 2. " "
- 3. " "

IV. Conclusion

- A. Summary.
- B. Final appeals to the audience to accept or act upon your challenge.
- C. Closing statement -- make it strong so it will be remembered.
- D. "Any Questions?"

REQUIREMENTS:

- 1. **All previous requirements continue to apply.**

SAMPLE BIBLIOGRAPHY:

Felton, Derek J. Fighting Campus Crime. San Diego: PLNU Press, 2015.

Williams, W. O. "The Joys of Speaking." Speech Quarterly, January 6 (1997): 36-83.

RHETORICAL ANALYSIS

Develop a three-page essay (800-900 words) in which you develop an argument to prove your thesis. The focus of the analysis is on the way symbols communicate on an extra-linguistic level. This is not so much about the text in ads, it's about deconstructing the images, which include symbols, archetypes, use of light & color, etc., focusing on the unconscious symbolic impact the images might have on the viewer. Be creative and rigorous. This project requires a certain degree of intuitive thinking. Remember, this is NOT an editorial. I don't need to know whether you think the artifact is morally good or bad, I want you to critically assess how it's functioning to accomplish its goals.

Find a print ad from a magazine (**NOT THE INTERNET**) that has a strong visual, imagistic, and/or symbolic content and evaluate it according to **ONE** of the following criteria:

1. Values: What values and/or beliefs does the ad convey and how do they function (i.e., how do the symbols convey the message)?
2. Stereotypes: does the ad depend on stereotypes of gender, race, age, nationality, religion, economic class, etc., to influence the viewer? Deconstruct those stereotypes and assess their import.
3. Political Agenda: Are there hidden political or social messages/symbols embedded in the advertisement? How are they used to persuade you?
4. Sexuality: How are sexuality, sexual orientation, sexual violence, and/or sexual intimacy used to sell a product? Consider in this how men and/or women are turned into objects of sexual desire (i.e., commodified) for the purposes of product sales.
5. Develop a criterion of your own and run it by me. I must approve anything other than the previous four, but I am open to other approaches.

Use Times New Roman 12 point font, double-spaced throughout. Margins should be 1-inch on all sides. Paragraph indentation should be ½ -inch. Do not skip multiple spaces after each paragraph. A cover page is not necessary. It is not required, but you may draw on outside sources. You must cite them according to the MLA style manual and include a "Works Cited" list. Each page should have a name and number header. The ads must be attached at the end of the paper. You will submit a hard copy and a digital copy. Attach the ad to the hard copy.

Grading will be based on five criteria:

- | | |
|----------------------|-----|
| 1. Grammar/Spelling: | 10% |
| 2. MLA Style | 10% |
| 3. Organization | 20% |
| 4. Content | 40% |
| 5. Clarity | 20% |

The paper is due on April 4