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## Department of Communication Studies

Course: COM 1000 - Principles of Communication, section 10  
meeting time: t & r 11a-12:15p. classroom: RLC 106. final exam: 12/14/23 - 10:30a-1p

Required Text: Berko, R.M., Wolvin, A. D. & Wolvin, D. R. Communicating:  
A social and career focus. (12th Ed.). New York: Houghton Mifflin Company.  
ISBN-13: 978-0-205-02941-9 ISBN-10: 0-205-02941-8

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professor: dr. sheri strothers

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office: Salomon 102. office hours: Tues & Thurs: 9a-9:30a & 12:15p-1:30p & 2:45p-3:30p  
or by appointment -or- reach out anytime: sstrothe@pointloma.edu

The mission and explorations of PLNU are stated below and inextricably woven throughout this course. Together, we will grow in all areas of faith and communication.

### **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.

### **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.

**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 (FELOs)

<https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>

FELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication (both public and interpersonal speaking).

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.

**Assessment And Grading.** A 10% grade scale will be employed for this course.

	A	93.5-100+	A-	89.5 - 93.4	
B+	89.4 - 86.5	B	86.4 - 82.5	B-	82.4 - 79.5
C+	79.4 - 76.5	C	76.4 - 72.5	C-	72.4 - 69.5
	D	69.4 - 59.5	F	59.4 and below	

## Late Assignments.

All assignments are to be submitted by the time they are due on canvas or (speeches only) at the beginning of class. Late assignments will be assigned 50% value and not graded or eligible for revision. If you are struggling with extenuating circumstances, please contact me directly.

## 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 withdrawal date or, after that date, receive an "F" grade.

## PLNU Final Examination 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. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## 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.

*Be still and know that I am God. ~ Psalm 46:10*

## Course Specific Policies and Procedures:

### Concerns or Disagreements:

Any concerns regarding the policies or procedures of this course, as stated in this syllabus, or, as they occur in class should be discussed directly with me either after class or during an office visit. There is one provision to this: we cannot discuss a grade until 24 hours have passed since you received the grade AND you have reviewed the requirements of the assignment.

### Attendance:

This class involves both speaking and listening experiences that are critical to your learning. As a common and professional courtesy, please advise me & your group when you will miss a class meeting. A quick e-mail is sufficient notice of an absence ([ssstrothe@pointloma.edu](mailto:ssstrothe@pointloma.edu)).

### Plagiarism:

Plagiarism is the act of presenting work, either written or spoken that is not your own. This will not be tolerated. If caught plagiarizing you will fail the assignment, likely fail the course, and possibly be expelled. The offense will be noted in your permanent record.

### Writing Assignment Policies:

Assigned, written work that is turned in after the time it is due is considered late, will not be graded, and is eligible for 50% of the available points.

### Speaking Assignment Policies:

There are a few speaking assignments in this class: formal, informal, small group and impromptu. If you have a conflict with a scheduled presentation, you may make it up if \*prior\* arrangements are made with me.

### Makeups:

There will be no make-up exams or speeches or presentations. Ask in advance if you have a timing conflict. There will be no “make-up” or extra credit work accepted after the final exam. Emergencies will be handled on an individual basis.

### Speech Class Protocol:

Make sure all devices are silent and tucked away, unless specifically in use for class. Weapons, drugs and alcohol are never allowed in the classroom. In all ways, please respect each other and our classroom environment: “love one another...” (John 13:34)

### Basic Class Expectations:

All persons will be treated fairly and with respect. We may discuss “hot topics” and must do so with compassionate, social decorum. Honest ignorance is okay, but rudeness, aggression, disrespect and/or violence will not be tolerated. If these expectations are not met, the violator will be appropriately chastised and disciplined.

*“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.”<sup>31</sup> The second is this: ‘Love your neighbor as yourself.’  
There is no commandment greater than these.” Mark 12:30*

# Assignments

## Written:

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**Interpersonal Reflection:** (25 points. 1-2 pages double spaced).

During our interpersonal lessons/chapters, a reflection is due that specifically includes the below four elements. Please number your responses, corresponding to this prompt:

1. a brief description of the relationship, including how long you have known each other.  
Describe your connection with role (e.g., friend, sibling, parent, etc) & specific examples.
2. a specific quote and/or paraphrased element from our textbook
3. a scripture from the Bible, any passage or translation is fine
4. clear application of the Bible and textbook passage to your relationship

Note: correct format, grammar and spelling is expected

**Research Outline:** (25 points. 2-3 pages double spaced).

Your informative and persuasive speeches will be on the same topic, from different perspectives (inform & persuade). Your research (informative) outline must include correct grammar, spelling, outline format and:

1. a title and purpose statement at the top.
2. a full introduction, including all 4 labeled elements
3. at least two main points in the body with researched detail and citations (in outline form)
4. a full outline point describing your project, including community engagement  
(which you will actually do - make this specific & realistic, include dates, places, etc).
5. a reference section with at least 3 citations.

“...let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.” (Mt.5:16)

**Pre/Post Group Reflections:** (10 points x 2 submissions. 3 numbered answers, double-spaced).

Because much of group communication is based on past experiences and expectations, you will submit a pre and post reflection of this unit and complete a small group project.

note: correct format, grammar and spelling is expected.

For the PRE-reflection, please briefly detail the following by answering, as numbered:

1. describe your “general feelings” towards group work.
2. how are you expecting this group to function, based on your answer to #1?
3. how specifically will you challenge yourself in this upcoming group?

For the POST-reflection, please briefly detail the following by answering as numbered:

1. How did the group experience differ AND align with your past experiences?
2. What, one specific thing, did you learn and apply that helped your group?
3. What would you have done differently and how will you carry that forward?

*“We are what we repeatedly do. Excellence, then is not an act, but a habit.”*

*~Aristotle*

## Speeches:

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**Introduction “Speech”** (0 points. 1-2 minutes) On the first day of class we will introduce ourselves by sharing our passions and how these connect to our faith and greater community.

**What in the World? Speech:** (10 points. 1-2 minutes) As a warm-up in our public speaking unit, we will learn the basic format of a speech and practice by sharing a news story, current event, ministry opportunity or anything else that’s happening “in the world!”

**Informative Speech:** (25 points. 4-6 minutes) After selecting and researching an issue or problem in our community you will develop and carry out a project that contributes to the common good. This speech will be a 4-6 minute presentation highlighting your connection to, research about and related project proposal. Your project will be an opportunity to communicate your “passion” with the public and many other skills. Your speech must include:

- 1- a complete introduction, body and conclusion within 4-6 minutes
- 2- a synopsis of your connection to and research on the topic
- 3- details of your intended project, including dates and relevant public communication
- 4- a minimum of 3 references, as cited in your research outline

**“Fun” Speech:** (20 points. 3-5minutes)

In between your informative and persuasive speeches, you will present a “fun” speech about an impactful piece of literature, a process you enjoy or a country to explore.

**Persuasive Speech:** (35 points. 9-11 minutes - pp. 407-408 in textbook) This speech is the culmination of your research and project work. The purpose of this speech is to persuade your audience (us/class) to somehow become involved with your issue. Please include:

- 1- all of Monroe’s sequence, exactly (example herein, p. 8)
  - 2- at least 4 cited sources of research (3 from and 1 more than your research outline)
  - 3- examples from your involvement, including relevant and public communication
  - 4- persuasive arguments and possibly entertaining or other creative elements
  - 5- a realistic, specific request for action
- \* a photo or video of you doing your project work, used as a visual aid, is required \*

**Group Project/Presentation:** (25 points. 20/ish minutes – time will vary). For about three weeks at the end of the semester you will work in a small group, both in and out of the classroom, on a project that “makes the world a better place.” Your pre & post reflections will be based on this group work and as a whole group, you will present a summary of your group’s work and what you learned from the experience.

## Quizzes

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**Quizzes:** (60 points) Every chapter will have a quiz on canvas, due on the day we plan to discuss the chapter in class. Make sure to coordinate our class schedule so as not to miss a quiz! There will be four questions from each chapter (15 chapters x 4 = 60 points total). All questions are multiple choice. Please advise if you need an accommodation for quizzes.

## In-class:

**Participation:** (25 points) Communication is an active and participative activity; therefore, a portion of your final grade will be based on your participation in class. Basis for participation points will include, but is not limited to: asking thoughtful questions, taking part in discussions, offering prayer or explanations of a Biblical passage, basic enthusiasm and demonstrating Christlike character.

**Daily Lessons:** (25 points) Every day that a new chapter is scheduled to be discussed in class, one person in your assigned group is responsible for creating an agenda and facilitating a discussion. Your agenda can be electronic or paper and should include questions about the content, activities or exercises and examples from your own experience, Each group is responsible for maintaining its own schedule of facilitators. You will be penalized for missing your scheduled day.

At the end of the course you, individually, will turn in a report including:

- 1- a list of the chapters you presented
- 2- a brief discussion of how you prepared for your lessons
- 3- a brief discussion of your improvement (or not!) over the course of the semester
- 4- a critique of the daily lesson assignment, including what you did and did not like
- 5- the number of points you deserve out of 20, strictly for the daily lesson assignment

### **Research Outline & Speeches Rough Draft Workshops:** (10 points x 2)

Prior to the research outline & speech and persuasive speech due dates, we will have workshops in class wherein you will carefully review a classmate's work and practice your own speech.

<u>Summary of Assignments/ Points</u>	<u>available</u>	<u>earned</u>
<u>written - 70</u>		
interpersonal reflection .....	25.....	_____
research outline .....	25.....	_____
pre/post group reflections (10 x 2) .....	20.....	_____
<u>speeches - 90</u>		
what in the world speech .....	10.....	_____
informative speech .....	25.....	_____
fun speech .....	20.....	_____
persuasive speech .....	35.....	_____
<u>in class - 70</u>		
participation .....	25.....	_____
daily lesson evaluation .....	25.....	_____
research outline workshop .....	10.....	_____
persuasive speech workshop .....	10.....	_____
<u>quizzes/groups/ other - 85</u>		
chapter quizzes/exams .....	60.....	_____
group presentation .....	25.....	_____
extra credit (available, not required).....	+15/0.....	_____

## **Please Review the Following PLNU Required Statements For All Students:**

### **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.

### **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 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 counseling@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

### **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 in order to meet the course learning outcomes.

*Never doubt that a small group of concerned citizens can change the world;  
indeed, it is the only thing that ever has. ~Margaret Mead.*

## MONROE'S MOTIVATED SEQUENCE GUIDE / PERSUASIVE SPEECH OUTLINE

### I. Attention Step

- A. Attention Getter: Gain the attention of the audience! (rhetorical question, a startling statement, quotation, illustration, story, reference to the subject, reference to the occasion...or...)
- B. Reason to Listen: Explain why the audience should care and the practical value of your topic.
- C. Speaker Credibility: Discuss your experience(s) with your topic and your research.
- D. Preview Main Points: Briefly describe the order of your main points, in order.

### II. Need Step

- A. Illustration: Paint a picture in the mind of the audience – give us a face, a place, an emotion...
- B. Ramifications: Detail as many facts/data, examples, and quotations as needed to convince your audience of the breadth and severity of the problem (issue / need).
- C. Pointing: Show the importance of the need, specifically to the members of your audience.

TRANSITION: link steps II. and III.

### III. Solution Step

- A. Statement of Solution: Briefly state the change you wish your audience to adopt.
- B. Explanation of Solution: Explain the details of your solution in detailed, step by step order.
- C. Theoretical Demonstration: Show how your solution logically solves the need step / “problem.”
- D. Practical Experience: Provide actual examples of where your solution has been tried and is working to solve the need. If the solution has never been tried before, use an analogy.
- E. Meeting Objections: Address the claims of the opposition and present your arguments against them.

TRANSITION: link steps III. and IV.

### IV. Visualization Step

- A. Negative Visualization: As realistically as possible, describe the negative conditions of status quo.
- B. Positive Visualization: Help the audience imagine the positive results of your solution.

### V. Action Step

- A. Summary/Restatement of Main Points: Briefly review the main points of your speech.
- B. Statement of Action or Attitude Change Specifically & briefly (re)explain your solution.
- C. Personal Intent: Tell your audience what you plan to do to further your solution.
- D. Reason to Remember: Provide your audience with a reason to remember your speech.

References: Correctly cite at least four (4) sources in your speech (*no outline required for this assignment*)

*for more detail: see pp. 407-408 in textbook*



## Day One - Introduction Speech

Assignment: On the first day of school you will be asked to introduce yourself and speak about something that is important to you, the impact it has on your life, and what you can do about it. This “speech” is impromptu speech and should be 1 - 2 minutes long.

## Day One Homework - due NEXT class

- (1) Read the entire syllabus and Chapter 1 of your textbook  
(remember how to read: 1- table of contents 2- summary 3- scan the pages 4-READ!)
- (2) prepare two questions, the answers to which will help you succeed in this class
- (3) brainstorm your passions / what inspires you or makes you angry / what problems do you want to solve? be prepared to share one in our next class.

## Daily Lesson Agenda Example

(other formats are perfectly acceptable)

daily lesson agenda: Ethics. Chapter 14

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facilitator: sheri strothers

date: 28 August 2023

objective: to understand chapter 2 & practice respectful disagreement on a hot topic

Scripture reference: 1 Peter 3:15. “But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.”

note from chapter: “Because public speaking is a form of power, it carries with it heavy ethical responsibilities” (O’Malley, p. 44)

discussion:

1. How is plagiarism prevalent today?  
How are students cheating in today’s classroom?  
  
What about ChatGPT?)
2. What does the Bible say about ethics & communication?
3. Give an example of an ethical dilemma in your life?  
Explain how you handled it AND  
what a different ethical position may have been.

## Research Outline Rubric

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Assignment: 25 points. 2-3 pages double spaced

Your informative and persuasive speeches will be on the same topic, from different perspectives ([1] explain & [2] persuade). This informative outline must include correct grammar, spelling, outline format and:

1. a title and purpose statement at the top.
2. a full introduction, including all 4 labeled elements
3. at least two main points in the body with researched detail and citations (in outline form)
4. a full outline point describing your project, including community engagement (which you will actually do - make this specific & realistic, include dates, places, etc).
5. a reference section with at least 3 citations.  
“...let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.” (Mt.5:16)

Scoring:	points
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a title and clear purpose statement written at the top of your outline	2
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a full introduction, including all 4 elements, labeled and detailed (in outline form)	5
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at least two main points in the body with logically presented & researched detail, with citations	6
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a full body point describing your project, including community engagement, dates, goals and intended impact	5
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(1) references must be cited IN your outline, as you use information and	4
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(2) a reference ("works cited" is fine) section with at least 3 citations is provided.	
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correct outline format, grammar and spelling. helpful logic	3
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Total	/25
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# Informative Outline Peer Workshop Checklist

RUBRIC: check off 1 through 5 below to assist your classmate

Assignment Note: Your informative and persuasive speeches will be on the same topic, from different perspectives ([1] explain & [2] persuade). This informative outline must include correct grammar, spelling, outline format, your passion and:

1. a title and clear purpose statement at the top.
2. a full introduction, including all 4 elements, labeled and detailed (in outline form).
3. at least two main points in the body with researched detail and citations
4. a full body point describing your project, including community engagement  
(which you will actually do - make this as detailed & realistic as possible).

*"...let your light shine before others, that they may see your good deeds and glorify your Father in Heaven." (Mt.5:16)*

5. a reference section with at least 3 citations.

## Overall:

outline is typed & complete \_\_\_\_\_ - ✓ +  
 each section has appropriate labels and notations { e.g., I A 1 a 1) a) i) } \_\_\_\_ - ✓ +  
 outline is written in full sentences (& not paragraphs) \_\_\_\_\_ - ✓ +  
 grammar & punctuation are correct \_\_\_\_\_ - ✓ +  
 project details (with who, where, when, etc) are clear \_\_\_\_\_ - ✓ +  
 at least 3 references are clear in the body of the outline \_\_\_\_\_ - ✓ +  
 reference section is complete \_\_\_\_\_ - ✓ +  
 speaker's connection to the topic is clear \_\_\_\_\_ - ✓ +  
 there is a clear Biblical connection \_\_\_\_\_ - ✓ +

## Introduction:

all steps are labeled \_\_\_\_\_ - ✓ +  
 clear preview \_\_\_\_\_ - ✓ +  
 each step makes sense \_\_\_\_\_ - ✓ +

## Body:

all steps are labeled \_\_\_\_\_ - ✓ +  
 main points are supported with sub-points \_\_\_\_\_ - ✓ +  
 cites are provided with research. \_\_\_\_\_ - ✓ +  
 project is clearly described (including when, with whom, where, etc) \_\_\_\_\_ - ✓ +

## Conclusion:

both steps are labeled \_\_\_\_\_ - ✓ +  
 review provided \_\_\_\_\_ - ✓ +

practice outloud! .....time:\_\_\_\_\_

notes:

**WORKSHOP Peer Critique form, Informative Speech:**

Speaker's Name: \_\_\_\_\_

Please be honest, respectful,  
and thorough in your comments.

Critic's Name: \_\_\_\_\_

KEY: n/o= not observed. n/a = not applicable. - missing or not satisfactory. ✓ = satisfactory. + =good job!

**Introduction:**

the speaker immediately greeted the audience.....	n/o	n/a	-	✓	+
there was 100% eye contact in the attention getter .....	n/o	n/a	-	✓	+
the speaker's attention getter was appropriate to the topic.....	n/o	n/a	-	✓	+
audience felt "welcomed" into the speaker's presentation .....	n/o	n/a	-	✓	+
the topic was revealed / explained to the audience, as necessary.....	n/o	n/a	-	✓	+
the topic was appropriate for the intended audience .....	n/o	n/a	-	✓	+
terms were defined, if necessary.....	n/o	n/a	-	✓	+
questions or other interaction was encouraged.....	n/o	n/a	-	✓	+
*** a PREVIEW was provided .....	n/o	n/a	-	✓	+
this was great: _____					

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this needs work: \_\_\_\_\_

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**Body:**

evidence / research was provided.....	n/o	n/a	-	✓	+
speech was logically organized .....	n/o	n/a	-	✓	+
each point was clearly explained.....	n/o	n/a	-	✓	+
the speaker used understandable language.....	n/o	n/a	-	✓	+
examples and/or stories related to audience .....	n/o	n/a	-	✓	+
speaker continuously "checked in" (for understanding) with audience...	n/o	n/a	-	✓	+
audience felt at ease to ask for clarification.....	n/o	n/a	-	✓	+
questions or other interaction was encouraged.....	n/o	n/a	-	✓	+
*** transitions linked main ideas .....	n/o	n/a	-	✓	+
this was great _____					

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this needs work: \_\_\_\_\_

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**Conclusion:**

speaker's tone wound down.....	n/o	n/a	-	✓	+
sufficient summary was provided .....	n/o	n/a	-	✓	+
provided closure.....	n/o	n/a	-	✓	+
speech achieved intended purpose (inform audience).....	n/o	n/a	-	✓	+
questions or other interaction was encouraged.....	n/o	n/a	-	✓	+

overall thoughts / areas to improve:

Name: \_\_\_\_\_ Informative Speech - Grade Sheet

### Introduction

started with speech content (not: okay - um - so- all right - well) ..... - ✓ +  
sustained eye contact in the first few moments..... - ✓ +  
connected with the audience in some way..... - ✓ +  
included relevant research, including CITES ..... - ✓ +  
led into the speech in a logical way..... - ✓ +  
led into the speech in an inviting way ..... - ✓ +

\* PREVIEW OF MAIN POINTS: 1)  
2)  
intro time: \_\_\_\_\_ 3)

### Body

provided researched details of the issue..... - ✓ +  
provided examples of the issue..... - ✓ +  
\* CITED SOURCES (see below) ..... - ✓ +  
included transitions between points..... - ✓ +  
Explained Project, in specific detail..... - ✓ +

### Conclusion

indicated closure ..... - ✓ +  
provided a review ..... - ✓ +

### Delivery

fidgeting / discomfort behaviors ..... - ✓ +  
use of podium ..... - ✓ +  
volume ..... - ✓ +  
vocal expression ..... - ✓ +  
gestures ..... - ✓ +  
eye contact ..... - ✓ +  
attention to the audience..... - ✓ +

### Overall

organization..... - ✓ +  
\* proposal demonstrates communication with the public ..... - ✓ +  
\* speaker's passion or connection to the topic was clear..... - ✓ +  
handled distractions ..... - ✓ +  
clear Biblical connection.... n/a ..... - ✓ +  
speaker's overall impact ..... - ✓ +

\* SOURCE CITATIONS 1) 2) 3)

\* Time: \_\_\_\_\_ grade: \_\_\_\_\_/25

\* = required for an A (23+ points) on this speech.

## Fun Speech! (grade sheet on next page/ p. 15)

Objectives: (1) practice public speaking & (2) enjoy the process!

Requirements: choose 1 of the following 3 speeches. Each will be 3-5 minutes and worth 20 points.

**Lit. Speech**– choose any piece of “literature” (very flexible on that) and include:

- 1- Citation from a book, movie, poem, song, etc, including author and date of publication.
- 2- “direct quote from the book”
- 3- summary
- 4- explain what this book means to you
- 5- explain how you hope it impacts us.

**Country Speech** - Select and investigate any country in the world and provide the following details:

- 1- detailed demographic & geographic information (maps are helpful but not required)
- 2- why would someone go there for fun and/or to serve
- 3- pictures are optional, but bring your speech/country alive!

**Process Speech** – Describe something you do well and clearly explain:

- 1- how you became interested and good at \_\_\_\_\_ (your topic)
- 2- why we should be interested in \_\_\_\_\_ (your topic)
- 3- exactly how to do \_\_\_\_\_ (your topic)

## What in the World? Speech

Objectives: to follow an assigned speaking pattern and gain comfort with public speaking.

Requirements: this speech is a warm-up as we begin our public speaking unit. Please share a news story, current event, ministry opportunity or anything else that’s happening “in the world,” following the process learned in class.

### What in the World?! Speech

Name:

<b>Introduction</b> - started with speech content (not: okay, um, well, etc) ....--	✓	+
sustained eye contact in the first few moments of the speech? .....	✓	+
stated the speech topic clearly.....	✓	+
*connected with the audience in some way .....	✓	+
<b>PREVIEW OF MAIN POINTS:</b> 1)		
intro time: _____ 2)		
3)		
<b>Body</b> - summarized what is “happening” .....	✓	+
related it to the class .....	✓	+
cited your source .....	✓	+
<b>Conclusion</b> - indicated closure .....	✓	+
provided a review .....	✓	+
<b>Delivery</b>		
gestures .....	✓	+
eye contact .....	✓	+
(overall) ORGANIZATION .....	✓	+

Time:

grade: \_\_\_\_\_ /10

Name: \_\_\_\_\_

**"Fun" Speech Grade Sheet**

**NOTES:**

**Introduction**

started with speech content (not: okay – um – so- all right - well) .....-- ✓ +  
sustained eye contact in the first few moments of the speech? .....-- ✓ +  
connected with the audience in some way right away .....-- ✓ +  
related your topic to yourself (could be later in speech) .....-- ✓ +  
led into the speech in a logical way .....-- ✓ +  
led into the speech in an inviting way .....-- ✓ +

\*PREVIEW OF MAIN POINTS:           1)  
  2)  
intro time: \_\_\_\_\_ 3)

**Body**

\* each element of chosen speech was present (differs) .....-- ✓ +  
*Lit* (cite, summary, meaning, impact), *Country* (demo, geo, go). *Process* (how. why, how?)  
included transitions between points .....-- ✓ +

**Conclusion**

indicated closure .....-- ✓ +  
provided a review .....-- ✓ +

**Delivery**

fidgeting / discomfort behaviors .....-- ✓ +  
use of podium .....-- ✓ +  
volume .....-- ✓ +  
vocal expression .....-- ✓ +  
gestures .....-- ✓ +  
eye contact .....-- ✓ +

**Overall**

organization .....-- ✓ +  
demonstrates insight .....-- ✓ +  
handled distractions .....N/A -- ✓ +  
speaker's overall impact .....-- ✓ +

**Other notes:**

\*Time: \_\_\_\_\_

grade: \_\_\_\_\_/25

\* required for an A on this speech (23 points or higher)

this page

is for you to

write a poem

about your

favorite Scripture:

(just for fun)

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*post on our discussion board to edify others ☺*



**WORKSHOP Peer Critique form, Persuasive Speech:**

Speaker's Name: \_\_\_\_\_

Please be honest, respectful,  
and thorough in your comments.

Critic's Name: \_\_\_\_\_

KEY: n/o= not observed. n/a = not applicable. - missing or not satisfactory. ✓ = satisfactory. + =good job!

**Introduction:**

the speaker immediately greeted the audience.....	n/o	n/a	-	✓	+
there was 100% eye contact in the attention getter .....	n/o	n/a	-	✓	+
the speaker's attention getter was appropriate to the topic.....	n/o	n/a	-	✓	+
audience felt "welcomed" into the speaker's presentation .....	n/o	n/a	-	✓	+
the topic was revealed / explained to the audience, as necessary.....	n/o	n/a	-	✓	+
the topic was appropriate for the intended audience .....	n/o	n/a	-	✓	+
terms were defined, if necessary.....	n/o	n/a	-	✓	+
questions or other interaction was encouraged.....	n/o	n/a	-	✓	+
*** a PREVIEW was provided .....	n/o	n/a	-	✓	+

this was great: \_\_\_\_\_

\_\_\_\_\_

this needs work: \_\_\_\_\_

\_\_\_\_\_

**Body:**

evidence / research provided.....	n/o	n/a	-	✓	+
speech was logically organized .....	n/o	n/a	-	✓	+
each point was clearly explained.....	n/o	n/a	-	✓	+
the speaker used understandable language.....	n/o	n/a	-	✓	+
examples and/or stories related to audience .....	n/o	n/a	-	✓	+
the requested action was clearly explained .....	n/o	n/a	-	✓	+
a Christlike character was demonstrated in the project work.....	n/o	n/a	-	✓	+
transitions linked main ideas.....	n/o	n/a	-	✓	+

this was great: \_\_\_\_\_

\_\_\_\_\_

this needs work: \_\_\_\_\_

\_\_\_\_\_

**Conclusion:**

speaker's tone wound down.....	n/o	n/a	-	✓	+
sufficient summary was provided.....	n/o	n/a	-	✓	+
"circular" summary used .....	n/o	n/a	-	✓	+
provided closure .....	n/o	n/a	-	✓	+
speech achieved intended purpose (persuasion) .....	n/o	n/a	-	✓	+
questions or other interaction was encouraged.....	n/o	n/a	-	✓	+

this was great: \_\_\_\_\_

\_\_\_\_\_

this needs work: \_\_\_\_\_

\_\_\_\_\_

overall thoughts / areas to improve:

## Introduction

started with speech content (not: okay-um-so-all right-well) .....	-	✓	+
sustained eye contact in the first few moments.....	-	✓	+
established a need for the audience to listen.....	-	✓	+
included relevant research, including CITES .....	-	✓	+
stated speaker credibility .....	-	✓	+
led into the speech in an inviting way .....	-	✓	+

\* PREVIEW OF MAIN POINTS: 1)

2)

intro time: \_\_\_\_\_ 3)

## Body

*provided specific examples of the problem/need/issue (pathos).....	-	✓	+
provided specific, researched details (logos) .....	-	✓	+
cited sources (see below) .....	-	✓	+
included transitions between points.....	-	✓	+
clear explanation of solution (body & conclusion) .....	-	✓	+
followed Monroe's Motivated Sequence.....	-	✓	+
analysis between community project & issue were clear.....	-	✓	+

## Conclusion

indicated closure .....	-	✓	+
provided a review .....	-	✓	+
clear explanation of solution (body & conclusion) .....	-	✓	+
*requested a specific action .....	-	✓	+

## Delivery

fidgeting / discomfort behaviors .....	-	✓	+
use of podium .....	-	✓	+
volume .....	-	✓	+
vocal expression .....	-	✓	+
gestures .....	-	✓	+
eye contact .....	-	✓	+
attention to the audience.....	-	✓	+

## Overall

Organization/time.....	-	✓	+
presentation demonstrates a missional effort. n/a .....	-	✓	+
* speaker's passion for, or connection to the topic was clear .....	-	✓	+
* quality of visual aid (including You) .....	-	✓	+
use of visual aid.....	-	✓	+
handled distractions .....	N/A	✓	+
speaker's overall impact .....	-	✓	+

\* SOURCE CITATIONS 1) 2) 3) 4)

\* Time: \_\_\_\_\_

grade: \_\_\_\_\_/35

\* = required for an A (32+ points) on this speech.

## Group Presentation Rubric (final “exam”)

**Group Project/Presentation** (25 points. 20/ish minutes – time will vary). For about three weeks at the end of the semester you will work in a small group, both in and out of the classroom, on a project that “makes the world a better place.” Your pre & post reflections will be based on this group work and as a whole group, you will present a summary of your group’s work and what you learned from the experience.

*After your project is complete, you will have class time to work on your presentation.*

*Please address each of the following, as if it were a final exam:*

**PROJECT:** What did your group do? Explain the project, failures and successes.

**PROCESS:**

Technically, how did your group function? How were decisions made and actions taken?

Relationally – how did individuals get along and how did the group “feel?”

Communication – Describe any intentional small group communication behaviors in which you engaged that you would not in the past.

Problem Solving / Conflict – what disagreements occurred and how were they handled (or not) in the group?

**ROLES:** What roles did individuals take on and what roles did the group “put on” people?

**HIDDEN AGENDAS / ISSUES:** what hidden issues or agendas were in play and how were they handled (they need to come out before they are known, but, avoidance is one way they may have been “handled”).

**LEARNED FOR NEXT TIME:** each group member must state/explain something he/she learned that was useful about small group communication and how that knowledge will be brought forward.

SCORE: \_\_\_\_\_/25

# Reflections:

1- What is God's purpose for me in this class, at this time? (me = you, student)

2- What is my goal, for my own education, in this class, at this time?

3- What are my specific prayer requests at this time?

4- What questions would I like answered in the next year?

5- Who do I want to say hi to today? 😊

Date	In Class / Assignments	Readings DUE
<b>29 AUG</b>	Welcome & schedule daily lessons & q/a on college life ("speech") Introductions	
HOMEWORK:	(1) fully review syllabus (2) ponder passion & ideas for project (note: reach out for any reason: <a href="mailto:ssrothe@pointloma.edu">ssrothe@pointloma.edu</a> ) (3) read and take quiz for chapter 1 (4) write out 2 questions about class/life and 1 idea for research/project assignment	
<b>31 AUG</b>	Introduction Chapter facilitator _____ answer questions / Discuss all assignments * DUE *(today) for discussion: your written questions (i will provide the answers)	Ch. 1
HOMEWORK:	(1) read and take quiz for chapter 4 (2) pray through your purpose(s) for this course in your life at this time	
<b>5 SEP</b>	Listening facilitator _____ introduce interpersonal reflection assignment	Ch. 4
HOMEWORK:	(1) gently observe people's non-verbal behavior & be ready to discuss your related perceptions (2) read and take the quiz for chapter 5	
<b>7 SEP</b>	discuss interpersonal reflection Perception facilitator _____	Ch. 5
HOMEWORK:	(1) gently observe people's non-verbal behavior & be ready to discuss your related perceptions (2) begin to analyze a relationship in your life as it relates to your interpersonal reflection (3) read and take the quiz for chapter 3	
<b>12 SEP</b>	NonVerbal Communication facilitator _____ DUE: interpersonal reflection by 11p on canvas	Ch. 3
HOMEWORK:	(1) read and take the quiz for chapter 6 (2) practice 3 guidelines from p. 156 in our text.	
<b>14 SEP</b>	introduce "what in the world" speech Interpersonal/Mediated Comm. facilitator _____	Ch. 6
HOMEWORK:	(1) look up 3 verses on "the tongue" (as in language - be ready to discuss) (2) read and take the quiz for chapter 2	

☺ note: all written work is to be double spaced and submitted on canvas as a .doc or .pdf file - thank you.

Date	In Class / Assignments	Readings DUE
<b>19 SEP</b>	Language change lesson groups	facilitator _____ Ch. 2
HOMEWORK:	(1) think and pray through a passion you would like to develop into a project (2) read and take quiz for chapter 13 (3) study a news story (anything is fine) and develop an introduction for a speech on that story	
<b>21 SEP</b>	Structuring a Message introduction workshop	facilitator _____ Ch. 13
HOMEWORK:	(1) begin work on "What in the World" speech. (2) read and take quiz for chapter 12	
<b>26 SEP</b>	Developing a Message Informative Speech / Outline & Persuasive Speech Discussion	facilitator _____ Ch. 12
HOMEWORK:	(1) review all informative & persuasive speech assignment details. (2) fully prepare to deliver your "what in the world" speech	
<b>28 SEP</b>	What in the World Speeches! q/a informative outline & speeches	
HOMEWORK:	(1) read and take the quiz for chapter 14 (2) think about your passion and a related project; speak with 3 people about it; be ready to discuss	
<b>3 OCT</b>	share Informative project homework (3 conversations - see above) Informative Speaking review helpful (research) websites.	facilitator _____ Ch. 14
HOMEWORK:	(1) read and take quiz for chapter 11. (2) work on your informative outline (due in class next week)	
<b>5 OCT</b>	Planning a Message (+ ethics) change daily lesson groups.	facilitator _____ Ch. 11
HOMEWORK:	complete informative outline draft	

☺ note: all written work is to be double spaced and submitted on canvas as a .doc or .pdf file. thank you.  
exception: for in-class draft workshops, nothing is submitted & all work is from your own device ☺

Date	In Class / Assignments	Readings DUE
<b>10 OCT</b>	Catch Up and workshop in class * D U E in class * informative rough draft for in-class workshop (10 points, in class only)	
HOMEWORK:	(1) practice informative speech (2) rest (3) repeat 😊	
<b>12 OCT</b>	* D U E in class* informative speech * D U E on canvas* by 11p: informative outline	note: <b>13-14 October is family weekend!</b>
<b>17 OCT</b>	Informative Speeches	
<b>19 OCT</b>	Finish Informative Speeches Introduce fun speech	
HOMEWORK:	(1) work on your project (a lot). (2) Read & Meditate on James 2 and 1 Thes. 5	
<b>24 OCT</b>	Spiritual <i>practice</i> - prayer (awcipa - 1Thes.5) discuss "Fun Speech"	
HOMEWORK:	(1) practice "awcipa" outside, somewhere beautiful on campus. (2) read and take quiz for chapter 16 (3) work on project	<b>spiritual renewal week</b>
<b>26 OCT</b>	Spiritual <i>practice</i> - service (James 2) project update/discussion (be prepared to share your progress & ask for help where needed).  q/a fun speech Presenting a Message (delivery) facilitator _____ Ch. 16 introduce monroe's motivated sequence (persuasive speech)	
HOMEWORK:	(1) work in earnest on your project, with "spiritual renewal" in mind (2) work on Fun Speech	

😊 note: all written work is to be double spaced and submitted on canvas as a .doc or .pdf file. thank you.

*exception: for in-class draft workshops, nothing is submitted & all work is from your own device 😊*

Date	In Class / Assignments	Readings DUE
<b>31 OCT</b>	* d u e * Fun Speech!	
HOMEWORK:	(1) review Monroe's motivated sequence and (2) contemplate your persuasive goal(s)	
<b>2 NOV</b>	Finish Fun Speeches introduce Monroe's Sequence (monroe's sequence is your persuasive speech)	
HOMEWORK:	(1) read and take quiz for ch. 15 (2) work on persuasive (monroe's) outline. finish project. (3) pray for the lives you are impacting!	
<b>7 NOV</b>	review & q/a on Monroe's Sequence & persuasive goals Persuasion facilitator _____	Ch. 15
<b>9 NOV</b>	Catch Up as needed and Workshop * DUE * persuasive outline & speech draft for in-class workshop (10 points, in class only, on device is fine)	
HOMEWORK:	(1) practice persuasive speech (2) rest (3) repeat 😊	
<b>14 NOV</b> * D U E *	Persuasive Speeches (everyone must be ready) persuasive speech (in class only, no outline)	
<b>16 NOV</b>	Persuasive Speeches	
HOMEWORK:	(1) read and take quiz for ch. 9 (2) review group project.	
<b>21 NOV</b>	finish persuasive speeches	
HOMEWORK:	(1) identify & chat with class members with whom you want to complete a project together (2) read and take the quiz for chapter 9 (3) write and submit "group past" reflection <b>*DUE by 11p on canvas* - Group Past Reflection (can be submitted early)</b>	
<b>23 NOV</b>	Thanksgiving - NO CLASS!	<b>Rest, Rejoice &amp; Be Thankful!</b>

😊 note: all written work is to be double spaced and submitted on canvas as a .doc or .pdf file. thank you.exception:  
for in-class draft workshops, nothing is submitted & all work is from your own device 😊



Date	In Class / Assignments	Readings DUE
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<b>28 NOV</b>	Concepts of Groups discuss complexity & equifinality form into groups and begin project work.	facilitator _____ Ch. 9
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HOMEWORK: (1) work on your group project  
 (2) read and take the quiz for ch. 7

<b>30 NOV</b>	Interpersonal Skills and Conflict mix into groups for a project in group: group goals, equifinality & mutuality of concern assessment	facilitator _____ Ch. 7
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HOMEWORK: (1) Read and take the quiz for ch. 10.  
 (2) Work together for at least 3 hours on your group project  
 (3) Think about the influence of your “group past” reflection on you and your group

<b>5 DEC</b>	Group Participation	facilitator _____ Ch. 10
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HOMEWORK: finish your group project. review and work on your group presentation

**7 DEC** group presentation workshop

**\* all DUE on canvas \* by 11p:**

“group present reflection” and daily lesson write up (see syllabus on the top of p. 6)

& any/all late work & extra credit (as applicable)

rest & prepare for finals week.

**Final Exam**

**Thursday, 14 DEC 10:30a-1p**

n o t e s:

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