



Department of Communication Studies

COM 3060: Principles of Human Communication

3 Units

Fall 2023

Tuesday/Thursday 9:30 -10:45 am

Meeting Location: Cabrillo Hall 202

Final Exam: Tuesday December 12th, 10:30-1:00 pm

Professor deAnda

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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

Advanced exploration of the theory, preparation, and delivery of presentations for professional arenas, such as business, government, media, education, and ministry. Practical application will also include an emphasis on technology and the stewardship of communication practices.

PROGRAM AND COURSE LEARNING OUTCOMES

Students who successfully complete this course will:

1. Gain an understanding and appreciation of the academic approaches to communication.
2. Strengthen public speaking and presentation skills.
3. Develop an understanding of the importance of stewardship of one's communication.
4. Display written and oral communication skills, interpersonal skills, and conceptual and analytical thinking.
5. Develop the theoretical, practical, and spiritual foundations for effective communication.

Course Policies

Preface

In pursuit of the above goals this course will focus on the development of impromptu and extemporaneous speaking skills as stylistic antecedents to becoming a more effective public speakers, especially when engaging in conflict. To succeed, you must therefore, be prepared to discuss current issues that comprise public debate. In addition to knowing the central claims and evidence on 'both' sides of a given argument, you will have to familiarize yourself with the broader cultural context of it; the values, attitudes, ideals, that surround, and sustain that argument. That means **YOU MUST READ/LISTEN TO CREDIBLE NEWS SOURCES REGULARLY**, since you will be randomly asked to describe, and where appropriate defend positions that comprise the status of salient controversial issues.

Classroom Expectations

This semester I intend to place emphasis on skill development through application exercises and class discussion. This means that in this introduction to communications course, you will be expected to communicate, a lot. Each class will have activities, discussions, that apply theory to practice. You can expect me to come to class prepared, having reviewed the reading material, and organized activities that pertain to the readings. You can expect me to be respectful when asking questions when I need clarification on concepts or ideas we discuss. You can expect me to be present with you in this space, which means I will avoid distractions such as my phone and shut down other web browsers that do not pertain to this class. You can expect me to show up and be supportive of you. You can expect me to bring my authentic self to this space, even when it does not align with other perspectives. You can expect me to be kind and courteous because we will all be learning and hearing new things which can cause discomfort. You can expect me to be your advocate, your support, your guide as you learn new things.

Attendance

I have made a commitment to teach this class, you have made a commitment to take this class; principles of respect suggest that we all show up prepared and on time. But life has a habit of getting in the way of expectations, so you have two (2) unexcused absences (freebee's), any additional absence marks your final grade down by 20 points per absence.

Email

Use your PLNU e-mail address. I am available and happy to answer any questions during the week. Please include your full name, what class you are taking, and an appropriate subject. You can expect me to respond Monday- Friday, however, I will not provide correspondence during the weekends or Holidays, that is our time to relax, reset, and enjoy our personal lives. I will respond promptly on Monday. You can expect the same from me. I will not post on **CANVAS** or send out e-mails with tasks over the weekend; that is your time.

Assignments at a Glance

Mock Interview- We will run a Mock Interview Simulation in the classroom. Based on the job industries that you all choose. Your grade for this assignment will be determined by the level of preparedness you have on this day, as well as your level of professionalism during the interview period. We will discuss more details in class. ***Due September 19th & 21st. 50 Points.***

Informative Speech- Select a topic that you are passionate about or would like to be more informed on. Remember, you are not an advocate for your topic, but a teacher. Come up with a 5–7-minute speech where you teach the class everything you have learned about this topic. Write a preparation outline (word for word) of what it is you intend to say. You **MUST** include 4 outside sources and clearly state them within your speech. You must include a clear Introduction, Body, and Conclusion. ***Due October 10th & 12th. 100 Points***

Persuasive Speech- Select a topic that you are passionate about. For this speech you will be taking a stand or choosing a side and become an advocate for or against your topic. Come up with an 8-10 minute speech where you persuade your colleagues one way or another. Write a preparation outline (word for word) of what it is you intend to say. You **MUST** include 6 outside sources and clearly state them throughout your speech. There must be a clear Introduction, Body, and Conclusion. ***Due November 14th & 16th. 100 Points.***

Scholarly Article- Each one of you will be assigned to read ONE scholarly article. The goal is to cite, summarize, and evaluate an article from an academic article and present it to the class. ***Due Date TBD. Points 50.***

TEDx Talk- This assignment will be your final Exam. I suggest you begin to work on this one as the semester continues. What you will be asked to do is in the title. You will come up with a monologue completely memorized for a simulation of a **TEDx** Talk. This speech should last anywhere from 10-12 minutes. You are completely open to choose whatever topic you want, but please confirm the topic with me. You are expected to include 8 outside sources relevant to your discussion. The finished product will be something we can record and submit to a **TEDx** conference. ***Several Different Due Dates, Check CANVAS. 200 Points.***

Participation- This course is heavy in participation. There are no books or assigned readings each week. Instead, you will come to class prepared to present every time we meet, so class attendance is extremely important. Activities will range from presenting impromptu speeches to playing charades, and several other activities that will help you practice your public speaking skills. Among these activities we will have a **Gratitude Journal** to be filled out at the beginning of each class. I really believe that staying grateful and in the present moment is a skill set that takes discipline, awareness, and has great reward. In fact, studies suggest that the act of expressing gratitude yields higher reports of psychological well-being. Don't we all want that? Every day, write out three things you are grateful for; this can be at the beginning or the end of the day, as long or as brief as you'd like. These assignments coupled with your class attendance will make up your participation points for this class. ***100 Points.***

Assessment and Grading

Each assignment is available on CANVAS with a prompt and grading rubric.

Assignment	Points
Informative Speech Outline	50
Informative Speech	50
Mock Interview	50
Persuasive Speech Outline	50
Persuasive Speech	100
Scholarly Article Presentation	50
TedX Final Talk	200
Participation	100
Total	700

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100 (651 pts)	B+ 87-89 (609 pts)	C+ 77-79 (539 pts)	D+ 67-69 (469 pts)	F Less than 59
A- 90-92 (630 pts)	B 83-86 (581 pts)	C 73-76 (511 pts)	D 63-66 (441 pts)	
	B- 80-82 (560 pts)	C- 70-72 (490 pts)	D- 60-62 (420 pts)	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is Tuesday December 12th from 10:30-1:00pm. 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.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In COM 3060, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In COM 3060, we will cover a variety of topics, some of which you may find triggering. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of communication, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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 your professor or the Office of Spiritual Life and Formation.

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 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.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that

will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources 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, faculty and staff are 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.

Syllabus may change: Notice will be given verbally on via CANVAS.

Speech Grading Rubric

Quality	Deficient	Below-Average	Average	Strong!	Exceptional!
Point Value	1 Point	8 Points	10 Points	12 Points	15 Points
Introduction	Introduction was mostly utilized incorrectly or missing entirely.	Correctly utilized 3/5 of introduction components. <u>And/or</u> few correct elements were creative, compelling, & clear.	Correctly utilized all components of <i>intro</i> . Few components were creative, compelling, & clear.	Correctly utilized all components of <i>intro</i> . <u>Most</u> components could be more creative, compelling, & clear.	Correctly utilized all components of <i>intro</i> . Entire introduction was creative, compelling, & clear!
Point Value	1 Point	8 Points	10 Points	15 Points	20 Points
Body	Thesis is largely unsupported. <u>&/</u> or there is a severe lack of details, examples, imagination, & creativity.	Sub points support main points, which support thesis. Severe lack of details, examples, imagination, & creativity.	Sub points support main points, which support thesis. Needs more details, examples, imagination, & creativity (utilizes some).	Sub points support main points, which support thesis. Strong use of details & examples <u>or</u> imagination & creativity.	Sub points support main points, which support thesis. Used details, examples, imagination & creativity. Well-
Point Value	1 Point	8 Points	10 Points	12 Points	15 Points
Conclusion	Conclusion elements were mostly utilized incorrectly or missing entirely.	Correctly utilized 2/3 of conclusion components. Some correct elements were creative, compelling, & clear.	Correctly utilized all <i>conclusion</i> elements. <u>All</u> components could be more creative, compelling, & clear.	Correctly utilized all <i>conclusion</i> elements. <u>So</u> <u>me</u> components could be more creative, compelling, & clear.	Correctly utilized all <i>conclusion</i> elements. <u>Entire</u> conclusion was creative, compelling, & clear!
Point Value	1 Point	4 Points	6 Points	8 Points	10 Points
Sources	Did not include sources	Use of outside sources was minimal.	Correctly integrated the appropriate amount of sources in the speech.	Correctly integrated appropriate amount of sources that were relevant to the topic.	Seamlessly incorporated thought provoking sources that pushed the content of the speech from various sources.
Gestures	The majority of hand movements distracted from content. And/or, no constructive gestures were used.	Distracting behaviors were present during majority of speech. Few effective gestures were utilized.	Size, frequency, & variety were strong for majority of speech. Some distracting behaviors were present.	Gesture size, frequency, & variety were strong for majority of speech. No distracting behaviors were present.	Gesture size, frequency, & variety were exceptional. No distracting behaviors were present.
Eye Contact	Speaker relied on visual aid/notes to move through presentation.	Spent <u>majority</u> of speech looking at visual aid or notes. Some eye contact was utilized.	Maintained eye contact for <u>majority</u> of speech. Some lapses in eye contact.	Maintained eye contact with all areas of the audience for majority of speech.	Maintained eye contact with all areas of the audience for entire speech.
Voice	The vast majority of speech content was monotone or inaudible.	Majority of speech was monotone or inaudible. Vocal variety, volume, & enthusiasm were during a few moments.	Vocal variety, volume, & enthusiasm were strong for <u>majority</u> of speech. Few moments were monotone or inaudible.	Demonstrated strong vocal variety, volume, & enthusiasm for the <u>majority</u> of speech.	Demonstrated exceptional vocal variety, volume, enthusiasm, & passion for <u>entire</u> speech.
Language	Fillers were frequent & distracting. Language not tailored. Egregious profanity.	Fillers were consistently utilized. Language was not tailored to audience/opportunity.	Language was well-tailored for audience/opportunity. Some fillers.	Language compelling & well-tailored for audience/opportunity. Some fillers.	Language compelling & well-tailored for audience/opportunity. No fillers.
Grade Scale	F = 0 - 59	D = 60 - 69	C = 70 - 79	B = 80 - 89	A = 90-100