



Department of Communication Studies
COM 1000: Principles of Human Communication
 3 Units - Spring 2025

Meeting days/times: Monday, Wednesday, and Friday, 11:00am – 11:55am

Meeting location: Salomon Theatre

Final Exam: Monday, 5/5/2025, 10:30am-1pm

Instructor title and name: Dr. Jeff Birdsell

Phone: 619-849-3370

E-mail: jebirdse@pointloma.edu

Office location and hours: Cabrillo 204

Mondays	8:30 AM	9:45 AM
	1:15 PM	3:00 PM
Tuesdays	8:30 AM	9:15 AM
Thursdays	8:30 AM	9:15 AM
Fridays	8:30 AM	9:45 AM

Additional times available by appt

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.

General Education 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.

PROGRAM AND 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.

GENERAL EDUCATION LEARNING OUTCOMES

Here is the link to GE course learning outcomes and corresponding GELO's:

<https://pointloma-public.courseleaf.com/tug-catalog/general-education/>

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

Signature Assignment for COM 1000: Informative Speech Assignment

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2024). *The communication age: Connecting and engaging*. Sage Publications.

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.

Grading

Regardless of your prior experiences with grading, I am insistent that a "C" is considered "average" or acceptable work, grades of "B" and "A" are awarded for above average and exceptional work respectively. Normally, those students receiving A's represent the top 10 - 25% of a class.

Feedback on assignments will be provided using the "Annotated Comments" feature in Canvas. Please follow the instructions at <https://tinyurl.com/BirdsellGrades> to access them.

There is a 24-7 rule in this class: you must wait at least 24 hours after receiving a grade to discuss it, and no later than 7 days. Any discussion of grades must occur outside of class time. I will gladly talk about assignments (non-grade issues) past the 7-day period. To avoid confusion, you must (a) document the error in writing, (b) state why you think it is an error (based on the syllabus (course expectations, grading policies, etc.) and specific assignment details.), and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious). These matters will be dealt with promptly. (If an error had been made which benefits you, please accept it as a "gift" which does not need to be reported.)

Assignments And Readings

All written assignments must be typed (double-spaced, 225-250 wpp, 1" margins, 12pt font, Times New Roman or Courier typeface) unless otherwise instructed. Use the APA style guide where necessary (see <https://owl.english.purdue.edu/owl/resource/560/01/> for formatting assistance). The most likely time for your computer/internet connection to crash is minutes before an assignment is due. Please plan ahead.

Assessment and Grading

Grades will be based on the following:

Assignment Distribution:	Grade Scale
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		Percentage			Points			
In-class/online activities (completed activities ÷ total activities)	10% (50 pts)	A	93	-	100	465	-	500
Exam 1	10% (50 pts)	A-	90	-	92.9	450	-	465
Informative Speech	20% (100 pts)	B+	87	-	89.9	435	-	450
Informative Speech Self Evaluation	10% (50 pts)	B	83	-	86.9	415	-	435
Persuasive Speech	20% (100 pts)	B-	80	-	82.9	400	-	415
Persuasive Speech Classmate Evaluation	10% (50 pts)	C+	77	-	79.9	385	-	400
Exam 2	10% (50 pts)	C	73	-	76.9	365	-	385
Impromptu Speech	10% (50 pts)	C-	70	-	72.9	350	-	365
		D+	67	-	69.9	335	-	350
		D	63	-	66.9	315	-	335
		D-	60	-	62.9	300	-	315
		F	0	-	59.9	0	-	300

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 1000, 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. Through my classroom behavior, I will attempt to model how challenging material should be presented and approach each meeting as if a campus guest, General Superintendent, or one of my children might be in attendance. There are times during the course when your peers are responsible for the content and I will not have vetted it before its delivery. I hope that my modeling and shared approach provide guidance for their content. 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 communication, 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 1000, we will cover a variety of topics, some of which you may find triggering. Through my classroom behavior, I will attempt to model how challenging material should be presented and approach each meeting as if a campus guest, General Superintendent, or one of my children might be in attendance. There are times during the course when your peers are responsible for the content and I will not have vetted it before its delivery. I hope that my modeling and shared approach provide guidance for their content. 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. Assignments turned in past due will be accepted but the grade will be reduced by 10% as soon as the assignment is tardy and another 10% for every 24 hour period after that.

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 you 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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined 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, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>"

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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.

Instructor Attendance and Participation

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. You are expected to attend each class session. There are no excused absences except as approved in writing by the Provost for specific students participating in certain university-sanctioned activities.

Your attendance will be recorded when you sign in to the daily form that is passed around the classroom. You are responsible to ensure that your signature has been collected on the form. There is not stronger evidence that you were in attendance. If you did not sign in, you will be counted as having missed class regardless of other evidence you may provide.

Missing class will negatively impact your grade in the following way:

- If you miss 0 classes = No impact on final grade
- If you miss 1 class = No impact on final grade
- If you miss 2 classes = 2% reduction of final grade
- If you miss 3 classes = 3% reduction of final grade
- If you miss 4 classes = 4% reduction of final grade
- If you miss 5 classes = 5% reduction of final grade, etc.

At various points in the semester you will be asked to complete in-class activities. Your submissions in response to these activities will contribute to your grade (see Assessment and Grading). These activities may not be made up regardless of the reason for the absence.

Use of Technology

While technological resources have made it possible to exchange messages at a greater rate, particularly through email, please remember that just because you're available to send a message doesn't mean I'm available to respond to those messages. I especially frown upon frantic emails sent hours before an exam or assignment. I typically respond to email within one 24-hour school day (M – F). For example, if you email me at 1:00pm on Wednesday afternoon, I will typically respond by 1:00pm on or before 1:00pm on Thursday afternoon. If you email me at 9:00 am on Saturday morning, I will typically respond on or before 9 am on Tuesday morning. It is your responsibility to plan ahead.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments.

Research summaries I have read, along with my own experience as both an instructor and a student, suggest that taking notes by hand on paper improves information retention. If you are taking notes on a laptop or tablet, please disable your connection to the internet unless otherwise instructed.

Please silence your phone when you are in class. If a call or text interrupts our class session, I reserve the right to answer the phone on your behalf and/or make fun of an unoriginal ringtone.

Assignments At-A-Glance

Refer to the attached pages for assignment instructions, rubrics, and the course calendar. Any modifications to these expectations and dates will be announced in-class or via email and updated on Canvas. During the course of the semester you will be responsible for the following assignments:

Presentations

Informative Presentation: For this assignment you will learn to organize, clarify, refine, and deliver informative messages. Specifically, you will give a 4 to 6 minute “hack” presentation that explains to your classmates how to improve an ordinary activity. On your presentation day, bring to class a device capable of recording your presentation and any necessary visual aid components. You may also use one note card to refer to throughout your presentation. This presentation will be graded using the attached AAC&U Oral Communication rubric.

Persuasive Presentation: For this assignment you will learn to critically construct, evaluate, and deliver persuasive arguments through various appeals and reasoning. Specifically, you will be asked to improve PLNU by arguing in favor of a specific, positively framed policy for 5 to 7 minutes. Your thesis statement must follow the format “Point Loma Nazarene University should (take some action).” On your presentation day, bring any necessary visual aid components. You may also use one note card to refer to throughout your presentation. This presentation will be graded using the attached AAC&U Oral Communication rubric.

Impromptu Presentation: For this assignment, you will use what you have learned about audience analysis, language use and organization to construct and deliver a 2-3 minute impromptu presentation with 2-3 minutes of preparation.

Exams

The exams cover all materials we have read about or I have lectured on in class. You are responsible for information in the book even if I do NOT lecture on it. I suggest re-reading all the summaries of every chapter assigned, and reviewing all “terms” (not JUST their definitions, but how they also relate to the “big picture” of communication AND to specific concepts).

Written Presenter Evaluations

A good way to improve your public speaking skills is to evaluate public speaking. Thus, you will be responsible for critiquing your informative presentation and a presentation made by a classmate. We may also have guest speakers in class. At my discretion, I may offer extra credit for a written evaluation of those speakers. NOTE: Extra credit assignments are worth a maximum of 10 points (2%) and will only be counted if the student has completed all other course assignments.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

SELF-EVALUATION OF INFORMATIVE PRESENTATION

After reviewing the video of your presentation, you are to write a 2-3 page evaluation essay that assesses the performance of your informative presentation. In your assessment, address the following questions in essay (not outline) form and support your claims using credible sources including, but not limited to, your textbook. You may need to watch your video multiple times to fully answer the questions.

1. Content
 - a. Do you think that the focus of your presentation was clear to your audience? Why?
 - b. Given that this was an informative presentation, did you successfully and clearly convey a sense of your topic to your audience? How so?
2. Organization
 - a. How well organized was your presentation?
 - b. Was this organization apparent to the audience or was it only evident to you on paper?
 - c. Did your presentation flow naturally or was it choppy?
3. Delivery
 - a. How conversational were you? Did it seem like you read, memorized, or performed your presentation? How so?
 - b. What aspects of your nonverbal delivery (gestures, eye contact, facial expressions, etc.) were most effective? What aspects of that delivery need improvement?
 - c. What aspects of your vocal delivery (speed, tone, pauses, vocal variation, etc.) made you easily understood and pleasant to listen to? What about your voice impairs your clarity or makes you difficult to listen to?
 - d. What impact did your delivery have on the content of your message?
4. Overall
 - a. Based on this viewing, what one thing do you think you need most work on to improve your presentation skills?
 - b. What will you do to achieve that improvement?

WRITTEN ASSIGNMENT GRADING SHEET

Name: _____

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form?

(<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

DEPTH OF ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you used textbook sources and video data to ground your argument or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

EVALUATION OF CLASSMATE PRESENTATION

After a classmate's presentation, you are to write a 2-3 page evaluation essay that assesses the performance of the presenter. In your assessment, address the following questions in essay (not outline) form and support your claims using credible sources including, but not limited to, your textbook. The classmate's presentation will not be recorded so you will want to take notes on both the content and delivery of the presentation as it is delivered live.

1. Content

- a. Do you think that the focus of the presentation was clear to the audience? Why?
- b. Given that this was a persuasive presentation? What evidence did the presenter provide to justify her or his claims?
- c. Was it relevant to you and your classmates? How so?
- d. In what ways did the presenter appeal to logos and to pathos?
- e. Are there ways the evidence could have been more convincing?

2. Organization

- a. How well organized was this presentation?
- b. Did the presentation flow naturally or was it choppy?
- c. Was there a recognizable, organizational strategy? How did it contribute to or reduce the persuasive quality of the presentation?

3. Delivery

- a. How conversational was the presenter? Did it seem like she or he read, memorized, or performed the presentation? How so?
- b. What aspects of the presenter's nonverbal delivery (gestures, eye contact, facial expressions, etc.) were most effective? What aspects of that delivery need improvement?
- c. What aspects of the presenter's vocal delivery (speed, tone, pauses, vocal variation, etc.) made it easy to understand and pleasant to listen to? What about the presenter's voice impaired clarity or made it difficult to listen?
- d. What impact did the presenter's delivery have on the content of the message?

4. Overall

- a. How well do you think the presenter persuaded the audience? Why?
- b. What one tip would you offer to the presenter to improve their persuasive skills?

WRITTEN ASSIGNMENT GRADING SHEET

Name: _____

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form?

(<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

DEPTH OF ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you used textbook sources and specific examples from your notes to ground your argument or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

EVALUATION FORM FOR IMPROMPTU PRESENTATION

Presenter _____ Topic _____ Time _____

5 EXCELLENT

3 COMPETENT

1 NEEDS ATTENTION

INTRODUCTION: (___ / 12.5 PTS)

Prepared to speak when called	5	4	3	2	1
Gained audience attention	5	4	3	2	1
Linked topic to prompt/item/quote	5	4	3	2	1
Clear thesis/proposition statement	5	4	3	2	1
Previewed main points	5	4	3	2	1

BODY: (___ / 15 PTS)

Clear organizational pattern	5	4	3	2	1
Main points clearly differentiated	5	4	3	2	1
Balance between main points	5	4	3	2	1
Included smooth transitions between points	5	4	3	2	1
Points were explained and developed well	5	4	3	2	1
Examples were clear and specific	5	4	3	2	1

CONCLUSION: (___ / 7.5 PTS)

Clearly reviewed main points	5	4	3	2	1
Restated thesis	5	4	3	2	1
Provided memorable closure/clincher	5	4	3	2	1

DELIVERY: (___ / 15 PTS)

Established eye contact (no reading)	5	4	3	2	1
Used facial expressions effectively	5	4	3	2	1
Used appropriate gestures & body movement	5	4	3	2	1
Used clear/articulate/descriptive language	5	4	3	2	1
Language/vocal style (rate; free of 'fillers')	5	4	3	2	1
Showed energy/enthusiasm for topic	5	4	3	2	1

Met Time Limits (points deducted for
every 15 seconds short or long _____)

Week	Dates	Topic	Reading & Online Quiz	Graded Work Due
1	1/13	Course Introduction		
	1/15	"Elevator" Speeches		
	1/17	Elevator Speech Delivery		
2	1/20	NO CLASS: Martin Luther King Jr. Day		
	1/22	Communication Tenets	Chapter 1	
	1/24	Foundations of Verbal Language	Chapter 3	
3	1/27	The Informative Speech	Chapter 14	
	1/29	NO IN-PERSON CLASS: ONLINE LEARNING DAY		
	1/31	Developing the Message	Chapter 12	INFORMATIVE SPEECH OUTLINE ROUGH DRAFT
4	2/3	<i>organizational patterns, outlining,</i>		
	2/5	<i>introductions and conclusions</i>		
	2/7	Presenting the message	Chapter 13	INFORMATIVE SPEECH OUTLINE REVISED ROUGH DRAFT
5	2/10	<i>verbal and nonverbal delivery,</i>	Chapter 4	
	2/12	<i>presentation aids</i>		
	2/14	<i>communication apprehension</i>		INFORMATIVE SPEECH OUTLINE REVISED ROUGH DRAFT
6	2/17	Exam Review		
	2/19	Informative Speech Workshop		
	2/21	Exam 1		EXAM 1
7	2/24	Informative Presentations		INFORMATIVE SPEECH
	2/26	Informative Presentations		INFORMATIVE SPEECH
	2/28	Informative Presentations		INFORMATIVE SPEECH
8	3/3	Persuasive Speaking	Chapter 15	
	3/5	Persuasive Practice		
	3/7	Ingredients in Persuasion		SELF EVALUATION DUE
	3/10	NO CLASS: Spring Break		
	3/12	NO CLASS: Spring Break		
	3/14	NO CLASS: Spring Break		OPTIONAL: PERSUASIVE SPEECH OUTLINE ROUGH DRAFT
9	3/17	Persuasive Speaking Reboot		
	3/19	Fallacies		
	3/21	NO IN-PERSON CLASS: ONLINE LEARNING DAY		PERSUASIVE SPEECH OUTLINE ROUGH DRAFT
10	3/24	Telling Narratives and Effective Language		
	3/26	Listening	Chapter 5	
	3/28	Persuasive Speaking Workshop		PERSUASIVE SPEECH OUTLINE ROUGH DRAFT
11	3/31	Persuasive Presentations		PERSUASIVE SPEECH
	4/2	Persuasive Presentations		PERSUASIVE SPEECH
	4/4	NO IN-PERSON CLASS: ONLINE LEARNING DAY		
12	4/7	Persuasive Presentations		PERSUASIVE SPEECH
	4/9	Communicating in Groups	Chapter 8	
	4/11	Communicating in Groups	Chapter 9	
13	4/14	Communicating with Others	Chapter 7	CLASSMATE EVALUATION DUE
	4/16	Computer Mediated Communication	Chapter 10	
	4/18	NO CLASS: Easter Recess		
14	4/21	NO CLASS: Easter Recess		
	4/23	Communication and Employment	Appendix	
	4/25	Impromptu Speaking		
15	4/28	Exam Review/Impromptu Workshop		
	4/30	Impromptu Practice		
	5/2	Exam 2		EXAM 2
Finals Week	5/5 10:30 am	Impromptu Presentations		IMPROMPTU SPEECH