

SYLLABUS



AU COMM 104 Communication Skills
WAU COMM 105 Introduction to Human
Communication

AU COMM 104 Communication Skills WAU COMM 105 Introduction to Human Communication Consortium of Adventist Colleges and Universities

Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Description

Study of the human communication process—including a multicultural perspective and the importance of diversity—focusing on interactions with oneself, with one other person, with a small group, and within public-speaking situations.

Required Text/Material

Wood, Julia, *Communication in Our Lives: Eighth Edition*, Cengage Learning, 2018.

ISBN-13: 9781305949645

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 hours total on this course. This course has 15 modules with 15 lessons, weekly assignments and quizzes over assigned readings, journals and discussions, 3 speeches, 1 mid-term exam, and a final reflection paper. Each module represents a week of a typical semester course. It is

recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

A recommended weekly schedule to divide your time is provided:

- Readings, Lectures: 2 hours
- Journal entries: 1 hour
- Interactive Discussions: 1 hour
- Assignments, Quizzes: 3.5 hours
- Presentations and reflections: 1.5 hours

*Time required for additional course work (not every week):

- Final Paper: 2 hours
- Mid-term exam and preparation: 3 hours

Institutional Outcomes

- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems.

Program Learning Outcomes

1. Demonstrate effective visual, oral, written, interpersonal and mediated communication skills.
2. Apply appropriate research skills.
3. Articulate (communicate or demonstrate possession of) a personal worldview and ethical/moral basis for communication choices and actions arising from a critical consideration of the Seventh-day Adventist biblical worldview.
4. Engage an articulated, personal faith through effective leadership and positive, uplifting service to humanity.
5. Apply tools, technologies, and methods of communication or journalism to selected projects and problems. Generate substantially error-free products, projects or productions appropriate to the field of study.
6. Demonstrate effective verbal and written communication by the transmission of ideas, emotions, concepts and theories. Also develop an understanding of inferences from the visual, verbal and written communication of others.

Student Learning Outcomes

By actively taking this course, you have opportunity to learn the following:

- SLO 1. Explain an understanding of human communication from a theoretical basis, in varied contexts and applied to promote change.
- SLO 2. Demonstrate competence in visual, oral, written, mediated and interpersonal communication.
- SLO 3. Engage in systematic, inquiry, critical and creative thinking, and problem-solving skills based on sound research principles to construct arguments and discourse to influence beliefs, attitudes, values and practices.
- SLO 4. Apply principles of communication to your major and worldview as well as skills to everyday life.

- SLO 5. Build working relationships within groups.
- SLO 6. Communicate competently with credibility and confidence with a sensitivity to diversity and the importance of integrating faith and learning.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include:

- Assigned readings from the textbook and course materials, reflections on these readings, and listening to lectures.
- Short quizzes on the readings and lectures.
- Assignments to demonstrate understanding of concepts and application to everyday life and reflection on communication experiences.
- Formation of a working group as audience and team for assignments.
- Journal entries to apply concepts to everyday life and experiences with God and others.
- Discussions based on journal entries.
- Presentations and speeches: assignments to research and prepare topics, content and format including outlines. Presentation of cultural workshop including an activity, informative speech, persuasive speech, to working group for feedback and evaluation and self-reflection on presentation.
- A mid-term examination to assess knowledge and understanding of communication concepts.
- A final reflection paper.
- Regular participation in the course and communication with working group.

There are 3 important factors for being successful in this communication course:

- That you have a group of people who are your working group members that will be your audience for your presentations. This group will be the group that you will communicate with and that will help you to improve as a competent, credible and confident communicator.
- That you are tech savvy enough and have equipment to record your activities and presentations for grading and feedback on your progress as a communicator.
- That you understand the knowledge and concepts of the field of communication and that you demonstrate this by applying these to the required activities and assignments you will submit and to find opportunities to communicate and relate to people.

Course/Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox (Safari is not compatible with LearningHub)
- Software: MS Office 2013 or newer ([student copy here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Assigned Readings

For each lesson, there are textbook reading materials and/or recorded lectures or videos. It is important to keep up with the readings and listen to the lectures. Quizzes test for knowledge and understanding of these assigned readings. Assignments provide opportunities to apply the information and develop communication skills in various situations. More details of the readings are available in the course schedule and LearningHub.

Quizzes

There is a multiple choice, matching, short answer and/or T/F quiz that will be administered to demonstrate mastery of the course material for most of the topics, and listed in the relevant lessons. It is a closed book quiz which allows for 2 attempts and is timed. There is a total of twelve quizzes with a total number of 120 points with a weighting of 5% of the course grade. The answers are available once the quiz is closed. The quiz will only be reopened if the student informs the instructor of the reason why this is necessary and it is considered a valid request.

Assignments and activities

Each assignment is intended to reinforce the chapter's concepts, apply these in everyday life and practice communication skills. Assignments are in any of the following formats: written responses, charts, infographics, interviews, case studies, research reports, definition of terms, use of steps and formats to provide solutions to problems in communication scenarios, analysis of communication events, situations and ideas, self-reflections, completion of surveys to identify styles of behavior, practice exercises, speech outlines, reflection on feedback, video presentations. For further instruction, see the lesson pages in each week of LearningHub. All assignments should be proof-read, and free of typos and formatted according to the specific instructions in the assignment. Students should double-check spelling and grammar before turning in any assignments. All assignments must also have a list of sources in APA or MLA format. Links should be supplied for any information found on the internet. Check LearningHub for the various rubrics that are used for grading. The total number of points for assignments is 695 and is weighted at 15% of the grade.

Journals

During the course of the class, there will be 7 journal entries you will be expected to write. These are used as a personal reflection assignment where you will share your personal input and experience on the topics discussed. Self-reflection is a key component of experiential learning. These journal assignments also support the discussion forum activities. The various parts/questions of the journal require a response that should be proof-read, spell-checked, free of typos, grammar errors and meet the stated requirements. Each journal entry is worth 10 points (total of 70 points) and they are weighted at 5% of the total grade. A rubric will be used for grading the journals.

Presentations and Speeches

As part of this communications course, students are expected to develop as credible, confident, competent presenters. There are 3 presentations that will develop these competencies; the Cultural Presentation and Activity, Informative Speech and Persuasive Speech. There are assignments that students will complete in preparation for these presentations/speeches. These preparatory assignments must be completed as assigned since they provide valuable content that will be required for the presentation/speech outline. An outline in an approved format must be developed and approved before the presentation and/or speech. A video of the presentation/speech must be uploaded for viewing by the instructor. Your presentation/speech will be graded when the working group feedback forms and self-reflection have been uploaded to LearningHub in the assignment dropbox. The rubric assigned to the specific presentation/speech will be used to grade the presentation. The outline for and the Culture Presentation and Activity, working group feedback, and self-reflection are worth 170 points and are weighted at 20% of the total grade. The outline for and the Informative Speech, working group feedback, and self-reflection are worth 150 points and are weighted at 10% of the grade. The outline for and the Persuasive Speech, working group feedback and self-reflection are worth 160 points and are weighted at 20% of the grade.

- **Instructions for uploading videos:** When uploading a video for a presentation assignment, students must submit raw, unedited footage of themselves (eg. This means that students cannot upload a Powerpoint with voiceover, as they must be visible in the video that they choose to submit.) Students can only submit one video per speech—if they are having trouble getting together an audience, they should reach out to the professor with any concerns so that arrangements can be made.

Midterm Exam

There is one exam for this course; a midterm exam that covers material from Lessons 1-8 and is made up of multiple-choice, matching, true/false, and essay questions. The midterm exam will be worth 130 points, and you will be allowed 120 minutes to take this exam. This exam is worth 10% of your grade and requires proctoring.

Final Paper

A final paper will be written in the final week of the semester and will be submitted in LearningHub through Turnitin. This is an academic, written assignment and should be proof-read, spell-checked, with correct grammar and typos free. The final paper should be written in 12-point font/Times New Roman; include an introduction, body, conclusion, and bibliography; and sources should be cited in MLA or APA style. This paper is worth 100 points and makes up 10% of your grade. The Final Reflection Paper Rubric will be used to grade.

The paper must be 4-6 pages on the following topic:

- Choose the three communication aspects that you consider the most important information and the skills that you learned in this course. Explain each aspect. Give reasons why you consider these as important in accomplishing your academic goals, your career goals and in your relationships. What difference will this make in your future communication interactions?

Rubrics

The different rubrics that will be used to grade journals, discussions, reflection papers/self-evaluations, and the different speeches/presentations are as follows:

Journal rubric

	5 points	3 points	0 points
Journal Content	Complete and thorough answers are given to all questions required for the assignment.	Partial answers are given for the required questions.	No answer is given that directly related to the required questions.
Language Mechanics	Minor or unnoticeable grammar mistakes.	Moderate grammar mistakes affect the reader's understanding of the report.	Significant grammar mistakes affect the reader's understanding of the report.

Discussion rubric

Points	10 points	7 points	3 points	0 points
Quality of Post	Appropriate comments: thoughtful, reflective, and respectful of other's postings.	Appropriate comments and responds respectfully to other's postings.	Responds, but with minimum effort. (e.g. "I agree with Bill")	No posting.
Relevance of Post	Posts topics related to the discussion topic; prompts further discussion of topic.	Posts topics that are related to discussion content.	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks.	No posting.
Contribution to the Learning Community	Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to the topic.	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.	Does not make effort to participate in learning community as it develops.	No feedback provided to fellow students.

Final Reflection Paper Rubric (100 pts)

Criteria	Exceptional (20 points)	Target (17 points)	Developing (12 points)	Emerging (6 points)	Unacceptable (0 points)
Topic 1 (20 points) (final paper should cover three communication topics/skills that you consider most important)	Excellent understanding of communication concept. Correct use of terminology. Reason for choice clearly stated. Clear description of relevance to life. Explanation of relevance to communication interactions. Importance for personal relationships. Awareness of mutual understanding and empathy.	Understanding of communication concept. Terminology partially correctly used. Some reason for choice of topic. Description of relevance to life. Importance for personal relationships not clear. Some awareness of mutual understanding and empathy.	Has a limited understanding of communication concepts. Minimal support for choice of topic. Brief discussion of relevance to life, to personal relationships. Limited awareness of mutual understanding and empathy.	Lacks understanding of communication concepts. Brief reference to relevance to life, to personal relationships and goal of mutual understanding. Insensitive.	No choice of topic related to communication concepts, terminology and relevance to life and relationships.
Topic 2 (20 points)	Excellent understanding of communication concept. Correct use of terminology. Reason for choice clearly stated. Clear description of relevance to life. Explanation of relevance to communication interactions.	Understanding of communication concept. Terminology partially correctly used. Some reason for choice of topic. Description of relevance to life. Importance for personal relationships not clear. Some awareness of mutual	Lacks understanding of communication and concepts. Terminology used incorrectly. Minimal support for choice of topic. Brief discussion of relevance to life, to personal relationships. Minimal awareness of mutual	Lacks understanding of communication concepts. Brief reference to relevance to life, to personal relationships and goal of mutual understanding. Insensitive.	No choice of topic related to communication concepts, terminology and relevance to life and relationships.

	Importance for personal relationships. Awareness of mutual understanding and empathy.	understanding and empathy.	understanding and empathy.		
Topic 3 (20 points)	Excellent understanding of communication concept. Correct use of terminology. Reason for choice clearly stated. Clear description of relevance to life. Explanation of relevance to communication interactions. Importance for personal relationships. Awareness of mutual understanding and empathy.	Understanding of communication concept. Terminology partially correctly used. Some reason for choice of topic. Description of relevance to life. Importance for personal relationships not clear. Some awareness of mutual understanding and empathy.	Lacks understanding of communication and concepts. Terminology used incorrectly. Minimal support for choice of topic. Brief discussion of relevance to life, to personal relationships. Minimal awareness of mutual understanding and empathy.	Lacks understanding of communication concepts. Brief reference to relevance to life, to personal relationships and goal of mutual understanding. Insensitive.	No choice of topic related to communication concepts, terminology and relevance to life and relationships.
Synthesis of ideas and insights from course (20 points) X2	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course.	Ideas are randomly presented with minimal synthesis of course content. Few insights shared.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course.
	Exceptional (10)	Target (8.5)	Developing (6)	Emerging (3)	Unacceptable (0)
Required Components (10 points)	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response fulfills less than 30% of requirements. 30% of questions are not answered.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure (10 points)	Writing is clear, concise, and well organized with excellent	Writing is mostly clear, concise, and well organized with good	Writing is unclear and/or disorganized. Thoughts are not	Writing is unclear and disorganized. Thoughts ramble	Writing is off topic and ideas are unrelated. There is no

	<p>sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.</p>	<p>structure with too many grammatical and spelling errors that the response is incomprehensible.</p>
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Culture Presentation and Activity rubric (110 pts)

Introduction (10 points)	10 points	8 points	5 points	3 points	0 points
Attention-getter	<p>Creative, original, motivating. Co-orientation with audience from the start. Thesis and purpose clearly stated.</p>	<p>Audience is involved (mentally or physically). Information is relevant and meaningful. Interest of audience is established. Thesis and purpose are introduced.</p>	<p>Attention-getter not clear. Audience doesn't immediately follow into the speech. Thesis and purpose not clearly stated.</p>	<p>Attention-getter is present but limited. Audience is not yet interested. Weak beginning. No reference to topic and purpose.</p>	<p>Attention- getter isn't present. No topic statement. Audience is not involved.</p>
Body (30 points)					
Organization	<p>Organizational pattern is appropriate for topic and purpose. Main points are clearly worded. Supported by subpoints. Transitions support logical flow of information and maintain audience attention.</p>	<p>Organizational pattern includes main points, sub points with a logical flow. Transitions summarize and preview the next point.</p>	<p>Organizational pattern is not clear. Unnecessary repetition interrupts flow. Few transitions.</p>	<p>Information is randomly organized. Information is repeated. Important points are omitted. No transitions.</p>	<p>Information is not organized and presented randomly. No main points or supporting subpoints. No transitions. No flow.</p>

Evidence, Sources	Demonstrates a thorough and rich understanding of the topic. Evidence is relevant, timely, accurate, credible. 4 sources are reputable and fully cited.	Material supports the argument. Evidence and claims are linked. 3 relevant sources are fully cited.	Material is not appropriate for the argument. 2 Sources are used. Only date and author provided.	Evidence is unreliable with generalizations, fallacious reasoning. List of sources but no oral citation in speech.	Opinion with no evidence, no sources, and no citation.
Culture terminology, dimensions, intercultural competence	Explained culture and cultural continuums. Increased awareness of cultural context. Demonstrated intercultural sensitivity and competence.	Reference to cultural context, terms. Some explanation of relevance for communication. Some display of intercultural sensitivity and competence.	Brief reference to cultural terms. No integration of cultural knowledge. No relevance for communication. Lacked cultural sensitivity.	No reference to cultural continuums/ dimensions. No cultural context. Ethnocentric.	No reference to culture. Was a travelogue. No global awareness.
Conclusion (10 points)					
Closure	Link to attention-getter. Information from speech is reviewed and synthesized. Closing thought is creative and memorable.	Conclusion is more than a restatement of thesis and purpose. Use of some important aspect of information to make the speech relevant.	Transition to ending is indicated. Main points are noted. Last statement is appropriate and makes information worthwhile.	Abrupt ending. Time ran out. Information not memorable.	No ending. No sense of credibility. Information has little or no worth.
Presentation (60 points)					
Eye contact	Eye contact more than 85% of the time. Notes were minimal. Connection with audience was used to determine feedback.	Eye contact was purposeful. Comfortable transitions between notes and audience. Connected with audience.	Eye contact was less than 50% of the time. Notes were distracting. Connection with audience was minimal.	Speech was read. Some eye contact but minimal connection with audience.	No connection with audience. No eye contact.
Language	Used appropriate word choices, vocabulary, figurative language. Level of complexity appropriate. Detail, word choice, examples were appropriate to topic and audience.	Used word choices, vocabulary, and examples not fully appropriate to audience. Explanations not always clear.	Used some appropriate word choices, vocabulary, examples. Need improvement on choice of language to inform audience about topic.	Very few appropriate details, word choices, vocabulary, examples for audience.	Language was not appropriate for informing audience about topic. Terminology was incorrect.

Nonverbal behavior	Gestures, movement, body posture, facial expression, pronunciation, pitch, volume, rate, tone, pauses, supported credibility. Maintained audience attention. No distractions.	Attempts to use vocal variety, gestures, body posture and movement, facial expression to connect with the audience. Kept attention. Maintained enthusiasm. Few distractions.	Gestures, body posture, facial expression, and use of voice indicated some nervousness and distracted from the presentation.	Few attempts to use gestures, movement, facial expression, voice variety to keep attention. Some distracting movements, repetitive gestures, inaudible volume, rate too fast or too slow.	Nonverbal cues were distracting. Demonstrated nervousness. Lack of credibility. Audience was disinterested.
Activity	Creative, relevant to culture and cultural values. Concepts related to cultural iceberg. Increased intercultural awareness. Instructions clear. Audience interacted.	Activity increased intercultural awareness and sensitivity. Awareness of levels of culture in iceberg. Instructions somewhat confusing. Audience participated.	Activity was not relevant to culture selected. No link to cultural iceberg. Not easy to understand. Audience participated but no increase in intercultural awareness.	Activity irrelevant to cultural awareness. Activity not explained clearly. Audience confused and hesitant to participate.	No activity. No audience participation.
Preparation and practice	Speech was well planned, practiced, informative and fully developed within time limits. Delivered with poise and confidence. Kept attention. Visual aids relevant and supportive.	Speech was practiced. Notes used sparingly. Appropriate amount of time devoted to each section. Appeared fairly confident. Visual aids were used but not fully supportive.	Speech needed more practice as most was read. Confidence was weak. Time was not well used. Visual aids were not well used.	Speech not rehearsed enough to be polished and confident. Speech was read from a manuscript. Little connection with audience. Time limit not observed. Speech ended abruptly. Visual aids not useful.	Speech was unprepared and not practiced. Lacked confidence. Significantly failed to meet time requirement.
Credibility	Demonstrated all 5 factors: Dynamism, Trustworthiness, Competence, Objectivity and Co-orientation (connection with audience.)	Demonstrated 4 factors:	Demonstrated 3 factors:	Demonstrated 2 factors:	Lacked credibility.

Informative Speech rubric (90 pts)

Introduction (10 points)	10 points	8 points	5 points	3 points	0 points
Attention-getter	Creative, original, motivating. Co-orientation with audience from the start. Thesis and purpose clearly stated.	Audience is involved (mentally or physically). Information is relevant and meaningful. Interest of audience is established. Thesis and purpose are introduced.	Attention-getter not clear. Audience doesn't immediately follow into the speech. Thesis and purpose not clearly stated.	Attention-getter is present but limited. Audience is not yet interested. Weak beginning. No reference to topic and purpose.	Attention- getter isn't present. No topic statement. Audience is not involved.
Body (20 points)					
Organization	Organizational pattern is appropriate for topic and purpose. Main points are clearly worded. Supported by subpoints. Transitions support logical flow of information and maintain audience attention.	Organizational pattern includes main points, sub points with a logical flow. Transitions summarize and preview the next point.	Organizational pattern is not clear. Unnecessary repetition interrupts flow. Few transitions.	Information is randomly organized. Information is repeated. Important points are omitted. No transitions.	Information is not organized and presented randomly. No main points or supporting subpoints. No transitions. No flow.
Evidence, Sources	Demonstrates a thorough and rich understanding of the topic. Evidence is relevant, timely, accurate, credible. 4 Sources are reputable and fully cited.	Material supports the argument. Evidence and claims are linked. 3 relevant sources are fully cited.	Material is not appropriate for the argument. 2 sources are used. Only date and author provided.	Evidence is unreliable with generalizations, fallacious reasoning. List of sources but no oral citation in speech.	Opinion with no evidence, no sources, and no citation.
Conclusion (10 points)					
Closure	Link to attention-getter. Information from speech is reviewed and synthesized. Closing thought is creative and memorable.	Conclusion is more than a restatement of thesis and purpose. Use of some important aspect of information to make the speech relevant.	Transition to ending is indicated. Main points are noted. Last statement is appropriate and makes information worthwhile.	Abrupt ending. Time ran out. Information not memorable.	No ending. No sense of credibility. Information has little or no worth.

Presentation (50 points)					
Eye contact	Eye contact more than 85% of the time. Notes were minimal. Connection with audience was used to determine feedback.	Eye contact was purposeful. Comfortable transitions between notes and audience. Connected with audience.	Eye contact was less than 50% of the time. Notes were distracting. Connection with audience was minimal.	Speech was read. Some eye contact but minimal connection with audience.	No connection with audience. No eye contact.
Language	Used appropriate word choices, vocabulary, figurative language. Level of complexity is appropriate. Detail, word choice, examples were appropriate to topic and audience.	Used word choices, vocabulary, and examples not fully appropriate to audience. Explanations not always clear.	Used some appropriate word choices, vocabulary, examples. Need improvement on choice of language to inform audience about topic.	Very few appropriate details, word choices, vocabulary, examples for audience.	Language was not appropriate for informing audience about topic. Terminology was incorrect.
Nonverbal behavior	Gestures, movement, body posture, facial expression, pronunciation, pitch, volume, rate, tone, pauses, supported credibility. Maintained audience attention. No distractions.	Attempts to use vocal variety, gestures, body posture and movement, facial expression to connect with the audience to keep attention. Maintained enthusiasm. Few distractions.	Gestures, body posture, facial expression and use of voice indicated some nervousness and distracted from the presentation.	Few attempts to use gestures, movement, facial expression, voice variety to keep attention. Some distracting movements, repetitive gestures, inaudible volume, rate too fast or too slow.	Nonverbal cues were distracting, demonstrated nervousness. Lack of credibility and audience was disinterested.
Preparation and practice	Speech was well planned, practiced, informative and fully developed within time limits. Delivered with poise and confidence. Kept audience's attention. Visual aids relevant and supportive.	Speech was practiced. Notes used sparingly. Appropriate amount of time devoted to each section. Appeared fairly confident. Visual aids were used but not fully supportive.	Speech needed more practice as most was read. Confidence was weak. Time was not well used. Visual aids were not well used.	Speech not rehearsed enough to be polished and confident. Speech was read from a manuscript. Little connection with audience. Time limit not observed. Speech ended abruptly. Visual aids not useful.	Speech was unprepared and not practiced. Lacked confidence. Significantly failed to meet time requirement.
Credibility	Demonstrated all 5 factors: Dynamism, Trustworthiness, Competence, Objectivity and Co-orientation (connection with audience.)	Demonstrated 4 factors:	Demonstrated 3 factors:	Demonstrated 2 factors:	Lacked credibility.

Persuasive Speech rubric (100 pts)

Introduction (10 points)	10 points	8 points	5 points	3 points	0 points
Attention-getter	Creative, original, motivating. Opening statement clearly identifies issue. Co-orientation with audience from the start. Thesis and purpose clearly stated. 1 st step in Monroe Motivated Sequence (MMS) is clear.	Opening statement is not related to issue. Information is relevant and meaningful. Interest of audience is established. Thesis and purpose are introduced.	Attention-getter not clear. Audience doesn't follow into the speech. Thesis and purpose not clearly stated.	Attention-getter is present but limited and not motivating. 1 st step in Monroe Motivated Sequence is not clear. No reference to topic and purpose.	Attention- getter isn't present. No topic statement. Audience is not involved.
Body (20 points)					
Organization	Organizational pattern is appropriate for topic and purpose. MMS followed. Main points are clearly worded. Supported by subpoints. Transitions support logical flow of information and maintain audience attention.	Organizational pattern includes main points, sub points with a logical flow. Transitions summarize and preview the next point. MMS not followed throughout.	Organizational pattern is not clear. Unnecessary repetition interrupts flow. Few transitions. Not formatted according to MMS.	Information is randomly organized. Information is repeated. Important points are omitted. No transitions.	Information is not organized in MMS format. No main points or supporting subpoints. No transitions. No flow.
Evidence, Sources	Demonstrates a thorough and rich understanding of the topic. Evidence is relevant, timely, accurate, credible. 4 Sources are reputable and fully cited.	Material supports the argument. Evidence and claims are linked. 3 relevant sources are fully cited.	Material is not appropriate for the argument. 2 Sources are used. Only date and author provided.	Evidence is unreliable with generalizations, fallacious reasoning. List of sources but no oral citation in speech.	Opinion with no evidence, no sources, and no citation.
Conclusion (10 points)					
Closure	Link to attention-getter. Information from speech is reviewed and synthesized. Direct appeal for concrete action.	Conclusion is more than a restatement of thesis and purpose. Action step is not clear.	Transition to ending is indicated. Main points are noted. No clear idea of audience response required.	Abrupt ending. Time ran out. No action step.	No ending. No sense of credibility. Information has little or no worth.

Presentation (60 points)					
Eye contact	Eye contact more than 85% of the time. Notes were minimal. Connection with audience was used to determine feedback.	Eye contact was purposeful. Comfortable transitions between notes and audience. Connected with audience.	Eye contact was less than 50% of the time. Notes were distracting. Connection with audience was minimal.	Speech was read. Some eye contact but minimal connection with audience.	No connection with audience. No eye contact.
Language	Used appropriate word choices, vocabulary, figurative language. Level of complexity appropriate. Detail, word choice, examples were appropriate to topic and audience.	Used word choices, vocabulary, and examples not fully appropriate to audience. Explanations not always clear.	Used some appropriate word choices, vocabulary, examples. Need improvement on choice of language to inform audience about topic.	Very few appropriate details, word choices, vocabulary, examples for audience.	Language was not appropriate for informing audience about topic. Terminology was incorrect.
Nonverbal behavior	Gestures, movement, body posture, facial expression, pronunciation, pitch, volume, rate, tone, pauses, supported credibility. Maintained audience attention. No distractions.	Attempts to use vocal variety, gestures, body posture and movement, facial expression to connect with the audience to keep attention. Maintained enthusiasm. Few distractions.	Gestures, body posture, facial expression and use of voice indicated some nervousness and distracted from the presentation.	Few attempts to use gestures, movement, facial expression, voice variety to keep attention. Some distracting movements, repetitive gestures, inaudible volume, rate too fast or too slow.	Nonverbal cues were distracting, demonstrated nervousness. Lack of credibility and audience was disinterested.
Preparation and practice	Speech was well planned, practiced, informative and fully developed within time limits. Delivered with poise and confidence. Kept audience's attention. Visual aids relevant and supportive.	Speech was practiced. Notes used sparingly. Appropriate amount of time devoted to each section. Appeared fairly confident. Visual aids were used but not fully supportive.	Speech needed more practice as most was read. Confidence was weak. Time was not well used. Visual aids were not well used.	Speech not rehearsed enough to be polished and confident. Speech was read from a manuscript. Little connection with audience. Time limit not observed. Speech ended abruptly. Visual aids not useful.	Speech was unprepared and not practiced. Lacked confidence. Significantly failed to meet time requirement.

Motivation	Followed MMS format. Need: clear. Satisfaction: solution is explained. Visualization: explanation of personal commitment to solution.	Followed MMS format. Need: not clear. Satisfaction: solution not clear. Visualization: no personal response described.	MMS format in incorrect sequence. No transition towards action.	MMS format apparent but no transition through steps.	An informative speech with no motivational purpose.
Credibility	Demonstrated all 5 factors: Dynamism, Trustworthiness, Competence, Objectivity and Co-orientation (connection with audience.)	Demonstrated 4 factors:	Demonstrated 3 factors:	Demonstrated 2 factors:	Lacked credibility.

Exams

There is one exam for this course; a midterm exam that covers material from lessons 1-8 and is made up of multiple-choice, matching, true/false, and essay questions and will be worth 130 points. You will be allowed 120 minutes to take this exam. This exam is worth 10% of your grade. This exam requires proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/studetns/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Suggested schedule for completion in 8 weeks:

Modules	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course.	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Introduction Lecture: Introduction to class communication Lecture: Concepts, Principles, Credibility, Confidence Lesson 2: Perception and Communication Lesson 3: Communication and Personal Identity Lecture: Perception	Meet the textbook author, Julia Wood (see pg. xxvi of the textbook) Read Chapter 1 Read Chapter 2 Read Chapter 3	Journal 1 Discussion 1 Quiz 1: The World of Communication Assignment 2.1 Your perception vs. others' perceptions Assignment 2.2 Perception Checking Assignment 3.1 My Working Group Members (my audience) Assignment 3.2 My Image of Myself as a Communicator Quiz 2: Perception and Communication	SLO 1, 2, 3, 5
2	Lesson 4: Communication and Culture Lecture: Culture Communication Lesson 5: Listening Effectively Lecture: Listening	Read Chapter 4 Read Chapter 10 Review cultural web and cultural iceberg Research Hofstede's Country comparisons for application of cultural dimensions	Assignment 4.1 Country Analysis and Culture Terms and Dimensions/ Continuums Assignment 4.2 The Cool Things About a Culture that You Might Not Know Assignment 4.3 Culture Presentation and Activity Topic Quiz 3: Communication and Culture Journal 2 Discussion 2 Assignment 5.1 Practice Listening #1 Assignment 5.2 Practice Listening #2 Assignment 5.3 Fun Test Assignment 5.4 Outline of Culture Presentation and Activity 1st Draft Online Course Survey: How is it going? Quiz 4: Listening	SLO 1, 2, 3, 4, 5, 6
3	Lesson 6: Verbal Dimension of Communication Lecture: Verbal Communication Lesson 7: Nonverbal Dimension of Communication Lecture: Nonverbal Communication	Read Chapter 5 Read Chapter 6 Read case study on page 127 in the textbook Review Culture Presentation and Activity Rubric	Assignment 6.1 'I' vs. 'You' Language Assignment 6.2 Audience Interest Check Assignment 6.3 Culture Presentation and Activity Final Outline Quiz 5: Verbal Communication Assignment 7.1 Culture Presentation and Activity Assignment 7.2 Culture Presentation Working Group Feedback Assignment 7.3 Culture Presentation and Activity Self-Evaluation Assignment 7.4 Case Study on Nonverbal Communication Assignment 7.5 Nonverbal Communication Messages Quiz 6: Nonverbal communication	SLO 1, 2, 3, 5, 6
4	Lesson 8: Communication in Personal Relationships Lecture: Personal Relationships Lecture: Conflict	Read Chapter 7	Assignment 8.1 The Johari Window Assignment 8.2 Conflict Management Styles Assignment 8.3 Win-win Problem	SLO 1, 2

Modules	Lessons	Readings	Assignments	Outcomes Met
			Solving Look over Mid-term Exam Review Quiz 7: Personal Relationships Journal 3 Discussion 3 Take Mid-term Exam	
5	Lesson 9: Communication in Groups and Teams Lecture: Power and groups Lesson 10: Media and Media Literacy	Read Chapter 8 Read Chapter 11 Watch ' Redeem the Screen ' from RightNow media Watch ' What is Media Literacy ' on YouTube	Journal 4 Discussion 4 Assignment 9.1 Power in Groups Quiz 8: Group and Teams Assignment 10.1 Media Concepts: Spiral of Inquiry Assignment 10.2 Deconstruct a Commercial: Media Literacy Exercise	SLO 2, 3, 4, 5
6	Lesson 11: Planning Public Speaking and Researching and Developing Support of Public Speeches Lesson 12: Organizing and Presenting Public Speeches and Informative Speaking Lecture: Speaking to Inform	Read Chapter 12 Read Chapter 13 Read Chapter 14 Read Chapter 15	Assignment 11.1 How did they do? #1 Assignment 11.2 Informative Speech: Choosing the Topic Assignment 11.3 Informative Speech Research Quiz 9: Planning and Researching Speeches Journal 5 Discussion 5 Assignment 12.1 Informative Speech Outline Quiz 10: Informative Speech	SLO 1, 2, 3, 6
7	Lesson 13: Communication in Organizations Lecture: Workplace Communication Lesson 14: Persuasive Speaking Lecture: Speaking to Persuade	Read Chapter 9 Read Chapter 16 Browse stories: Andrews University	Assignment 13.1 Informative Speech: Presentation Assignment 13.2 Informative Speech: Working Group Feedback Assignment 13.3 Informative Speech: Self-evaluation Assignment 13.4 Organizational Culture: A Story-telling System Quiz 11: Communication in Organizations Journal 6 Discussion 6 Assignment 14.1 'How Did They Do?' #2 Assignment 14.2 Persuasive Speech Outline Quiz 12: Persuasive Speaking	SLO 1, 2, 3, 4, 5, 6
8	Lesson 15: Persuasive Speech		Journal 7 Discussion 7 Assignment 15.1 Persuasive Speech: Presentation Assignment 15.2 Persuasive Speech: Working Group Feedback Assignment 15.3 Persuasive Speech: Self-evaluation Student Survey of Teaching Final Reflection Paper	SLO 6

Suggested schedule for completion in 16 weeks:

Modules	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course.	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Introduction Lecture: Introduction to class communication Lecture: Concepts, Principles, Credibility, Confidence	Meet the textbook author, Julia Wood (see pg. xxvi of the textbook) Read Chapter 1	Student Introduction Forum Journal 1 Discussion 1 Quiz 1: The World of Communication	SLO 1
2	Lesson 2: Perception and Communication Lesson 3: Communication and Personal Identity Lecture: Perception	Read Chapter 2 Read Chapter 3	Assignment 2.1 Your perception vs. others' perceptions Assignment 2.2 Perception Checking Assignment 3.1 My Working Group Members (my audience) Assignment 3.2 My Image of Myself as a Communicator Quiz 2: Perception and Communication	SLO 2, 3, 5
3	Lesson 4: Communication and Culture Lecture: Culture Communication	Read Chapter 10 Review cultural web and cultural iceberg Research Hofstede's Country comparisons for application of cultural dimensions	Assignment 4.1 Country Analysis and Culture Terms and Dimensions/ Continuums Assignment 4.2 The Cool Things About a Culture that You Might Not Know Assignment 4.3 Culture Presentation and Activity Topic Quiz 3: Communication and Culture	SLO 1, 2, 3, 4, 5, 6
4	Lesson 5: Listening Effectively Lecture: Listening	Read Chapter 4	Journal 2 Discussion 2 Assignment 5.1 Practice Listening #1 Assignment 5.2 Practice Listening #2 Assignment 5.3 Fun Test Assignment 5.4 Outline of Culture Presentation and Activity 1st Draft Online Course Survey: How is it going? Quiz 4: Listening	SLO 2, 4
5	Lesson 6: Verbal Dimension of Communication Lecture: Verbal Communication	Read Chapter 5	Assignment 6.1 'I' vs. 'You' Language Assignment 6.2 Audience Interest Check Assignment 6.3 Culture Presentation and Activity Final Outline Quiz 5: Verbal Communication	SLO 1, 2
6	Lesson 7: Nonverbal Dimension of Communication Lecture: Nonverbal Communication	Read Chapter 6 Read case study on page 127 in the textbook Review Culture Presentation and Activity Rubric	Assignment 7.1 Culture Presentation and Activity Assignment 7.2 Culture Presentation Working Group Feedback Assignment 7.3 Culture Presentation and Activity Self-Evaluation Assignment 7.4 Case Study on Nonverbal Communication Assignment 7.5 Nonverbal Communication Messages Quiz 6: Nonverbal communication	SLO 3, 5, 6

Modules	Lessons	Readings	Assignments	Outcomes Met
7	Lesson 8: Communication in Personal Relationships Lecture: Personal Relationships Lecture: Conflict	Read Chapter 7	Assignment 8.1 The Johari Window Assignment 8.2 Conflict Management Styles Assignment 8.3 Win-win Problem Solving Look over Mid-term Exam Review Quiz 7: Personal Relationships	SLO 1, 2
8	Mid-term Week		Journal 3 Discussion 3	SLO 1, 2
PROCTORED MIDTERM EXAM				
9	Lesson 9: Communication in Groups and Teams Lecture: Power and groups	Read Chapter 8	Journal 4 Discussion 4 Assignment 9.1 Power in Groups Quiz 8: Group and Teams	SLO 5
10	Lesson 10: Media and Media Literacy	Read Chapter 11 Watch ' Redeem the Screen ' from RightNow media Watch ' What is Media Literacy ' on YouTube	Assignment 10.1 Media Concepts: Spiral of Inquiry Assignment 10.2 Deconstruct a Commercial: Media Literacy Exercise	SLO 2, 3, 4
11	Lesson 11: Planning Public Speaking and Researching and Developing Support of Public Speeches	Read Chapter 12 Read Chapter 13	Assignment 11.1 How did they do? #1 Assignment 11.2 Informative Speech: Choosing the Topic Assignment 11.3 Informative Speech Research Quiz 9: Planning and Researching Speeches	SLO 1, 2, 3, 6
12	Lesson 12: Organizing and Presenting Public Speeches and Informative Speaking Lecture: Speaking to Inform	Read Chapter 14 Read Chapter 15	Journal 5 Discussion 5 Assignment 12.1 Informative Speech Outline Quiz 10: Informative Speech	SLO 1, 2
13	Lesson 13: Communication in Organizations Lecture: Workplace Communication	Read Chapter 9 Browse stories: Andrews University	Assignment 13.1 Informative Speech: Presentation Assignment 13.2 Informative Speech: Working Group Feedback Assignment 13.3 Informative Speech: Self-evaluation Assignment 13.4 Organizational Culture: A Story-telling System Quiz 11: Communication in Organizations	SLO 1, 2, 3, 4, 5, 6
14	Lesson 14: Persuasive Speaking Lecture: Speaking to Persuade	Read Chapter 16	Journal 6 Discussion 6 Assignment 14.1 'How Did They Do?' #2 Assignment 14.2 Persuasive Speech Outline Quiz 12: Persuasive Speaking	SLO 6

Modules	Lessons	Readings	Assignments	Outcomes Met
15	Lesson 15: Persuasive Speech		Journal 7 Discussion 7 Assignment 15.1 Persuasive Speech: Presentation Assignment 15.2 Persuasive Speech: Working Group Feedback Assignment 15.3 Persuasive Speech: Self-evaluation Student Survey of Teaching	SLO 6
16	Final Reflection Paper			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
5	Quizzes
15	Assignments
5	Journals
5	Discussions
20	Culture Presentation and Activity
10	Informative Speech
20	Persuasive Speech
10	Mid-term exam
10	Final Paper
100	Total Percent Possible

Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/mvc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.