



School of  
Distance Education  
Andrews University

# SYLLABUS



**COMM 104 Communication Skills  
Spring 2023**

# COMM 104 Communication Skills

## School of Distance Education

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub 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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	Text: (269) 397-4477

## Part 1: Course Information

### Course Descriptions

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

**Note to Berrien Springs campus students:** This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

**Note to online and guest students:** 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.

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

Print ISBN: 9781337531825 eBook ISBN: 9781337514712

### **Credit Hour and Commitment**

This course is offered for 3 semester credits; it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, making presentations, reflecting on these experiences and completing assignments.

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, posted on the discussion forum including student responses and interactions with instructor and classmates.
- 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 midterm examination to assess knowledge and understanding of communication concepts.
- A final reflection paper.
- Regular participation in the course, communication with instructor and classmates.

### 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.

### Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 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
- Software: Office 2013 or newer ([Office 365 available 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 <mailto: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](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### 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. They must be taken before the Thursday 11:59 p.m. deadline posted in the week of the respective lesson. 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 assignment in addition to including a list of sources in APA or MLA format. Links should be supplied for any information found on the internet. All work is submitted through dropbox and must be completed by the Thursday 11:59 p.m. deadline as required. 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 where all participants and instructor interact and communicate together. 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 must be completed in the week assigned by the Thursday 11:59 p.m. deadline.

**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 and must be submitted in the corresponding assignment dropbox in the week assigned by the deadline. The presentation/speech must be delivered before the deadline of Thursday 11:59 p.m. 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?

### **Discussion Forums**

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

This course is interactive which means that there are required forum discussions. The discussion questions align with the journal prompt of that week. A journal entry is where thinking and learning take place. It's a personal response to new information, situations, experiences, and

events. For example, Journal 4 is about listening. The questions in Discussion 4 prompt you to share these experiences with your classmates by posting your thoughts in the Discussion Forum. A rubric is used to grade your initial post and 2 responses to the post of your classmates. Thirty points are allocated to the initial post and the responses. The Journals (5%) and Discussions (5%) are weighted at 10% of the grade.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

**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**

	<b>5 points</b>	<b>3 points</b>	<b>0 points</b>
<b>Journal Content</b>	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.
<b>Language Mechanics</b>	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**

<b>Points</b>	<b>10 points</b>	<b>7 points</b>	<b>3 points</b>	<b>0 points</b>
<b>Quality of Post</b>	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.
<b>Relevance of Post</b>	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.
<b>Contribution to the Learning Community</b>	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)**

<b>Criteria</b>	<b>Exceptional (20 points)</b>	<b>Target (17 points)</b>	<b>Developing (12 points)</b>	<b>Emerging (6 points)</b>	<b>Unacceptable (0 points)</b>
<b>Topic 1 (20 points)</b> (final paper should cover three communication topics/skills that you consider most important)	Excellent understanding of communication concept with correct use of terminology. Reason for choice clearly stated with a clear description of relevance to life. Explanation of relevance to communication interactions. Importance for personal relationships is included and there is an awareness of mutual understanding and empathy.	Understanding of communication concept with terminology partially correctly used. Some reason for choice of topic with a description of relevance to life. Importance for personal relationships not clear. Some awareness of mutual understanding and empathy.	Lacks understanding of communication and concepts but 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.
<b>Topic 2 (20 points)</b>	Excellent understanding of communication concept with correct use of terminology. Reason for choice clearly stated with a clear description of relevance to life. Explanation of relevance to communication interactions. Importance for personal relationships is included and there is an awareness of mutual understanding and empathy.	Understanding of communication concept with terminology partially correctly used. Some reason for choice of topic with a description of relevance to life. Importance for personal relationships not clear. Some awareness of mutual understanding and empathy.	Lacks understanding of communication and concepts but 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.
<b>Topic 3 (20 points)</b>	Excellent understanding of communication concept with correct use of terminology. Reason for choice clearly stated with a clear description of relevance to life. Explanation of relevance to communication interactions. Importance for personal relationships is included and there is an awareness of mutual understanding and empathy.	Understanding of communication concept with terminology partially correctly used. Some reason for choice of topic with a description of relevance to life. Importance for personal relationships not clear. Some awareness of mutual understanding and empathy.	Lacks understanding of communication and concepts but 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.

<b>Criteria</b>	<b>Exceptional (20 points)</b>	<b>Target (17 points)</b>	<b>Developing (12 points)</b>	<b>Emerging (6 points)</b>	<b>Unacceptable (0 points)</b>
<b>Synthesis of ideas and insights from course (20 points) X2</b>	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.
	<b>Exceptional (10)</b>	<b>Target (8.5)</b>	<b>Developing (6)</b>	<b>Emerging (3)</b>	<b>Unacceptable (0)</b>
<b>Required Components (10 points)</b>	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.
<b>Structure (10 points)</b>	Writing is clear, concise, and well organized with excellent 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.	Writing is mostly clear, concise, and well organized with good 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.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.	Writing is off topic and ideas are unrelated. There is no structure with too many grammatical and spelling errors that the response is incomprehensible.

**Culture Presentation and Activity rubric (110 pts)**

<b>Introduction (10 points)</b>	<b>10 points</b>	<b>8 points</b>	<b>5 points</b>	<b>3 points</b>	<b>0 points</b>
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 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.
<b>Body (30 points)</b>					
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.
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.

<b>Conclusion (10 points)</b>					
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.
<b>Presentation (60 points)</b>					
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)**

<b>Introduction (10 points)</b>	<b>10 points</b>	<b>8 points</b>	<b>5 points</b>	<b>3 points</b>	<b>0 points</b>
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.
<b>Body (20 points)</b>					
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.
<b>Conclusion (10 points)</b>					
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.

<b>Presentation (50 points)</b>					
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)**

<b>Introduction (10 points)</b>	<b>10 points</b>	<b>8 points</b>	<b>5 points</b>	<b>3 points</b>	<b>0 points</b>
Attention-getter	Creative, original, motivating. Opening statement clearly identifies issue. Co-orientation with audience from the start. Thesis and purpose clearly stated. 1 <sup>st</sup> 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 <sup>st</sup> 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.
<b>Body (20 points)</b>					
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.
<b>Conclusion (10 points)</b>					
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.

<b>Presentation (60 points)</b>					
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 must be taken under supervision of a proctor.

All exams require 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/students/exams.html](http://www.andrews.edu/distance/students/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](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

**Academy students:** You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	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	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Jan 9 – 12	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 <a href="#">Due Thursday, Jan 19, 11:59 pm</a>	SLO 1
2 Jan 13 – 19	Lesson 2: Perception and Communication Lesson 3: Communication and Personal Identity Lecture: Perception	Read Chapter 2	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 Jan 20 – 26	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 Jan 27 – Feb 2	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 Quiz 4: Listening	SLO 2, 4
5 Feb 3 – 9	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

Week	Lessons	Readings	Assignments	Outcomes Met
6 Feb 10 – 16	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
7 Feb 17 – 23	Lesson 8: Communication in Personal Relationships Lecture: Personal Relationships Lecture: Conflict <b>Mid-term Week</b>	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 Journal 3 Discussion 3	SLO 1, 2
8 Feb 24 – Mar 2	<b>PROCTORED MIDTERM EXAM</b>			
9 Mar 3 – 9	Lesson 9: Communication in Groups and Teams Lecture: Power and groups	Read Chapter 11	Journal 4 Discussion 4 Assignment 9.1 Power in Groups Quiz 8: Group and Teams	SLO 5
10 Mar 10 – 16	Lesson 10: Media and Media Literacy	Watch ' <a href="#">Redeem the Screen</a> ' from RightNow media Watch ' <a href="#">What is Media Literacy</a> ' on YouTube	Assignment 10.1 Media Concepts: Spiral of Inquiry Assignment 10.2 Deconstruct a Commercial: Media Literacy Exercise	SLO 2, 3, 4
<b>Spring Break: March 17 – 23</b>				
11 Mar 24 – 30	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 Mar 31 – Apr 6	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

Week	Lessons	Readings	Assignments	Outcomes Met
13 Apr 7 – 13	Lesson 13: Communication in Organizations Lecture: Workplace Communication	Read Chapter 9 Browse stories: <a href="#">Andrews University</a>	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 Apr 14 – 20	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
15 Apr 21 – 27	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	SLO 6
16 Apr 28 – May 4			Final Reflection Paper	

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## 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
<b>100</b>	<b>Total Percent Possible</b>

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block 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/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### 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.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### 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](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto: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.

### Commitment 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. 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.