






Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry

## G209 Communication Skills

3 credits. Prerequisite: B119 Bible Study Methods

Course delivery options:  On Campus  Live-Stream  Video on Demand

September 13 – December 17, 2021

Terms A & B

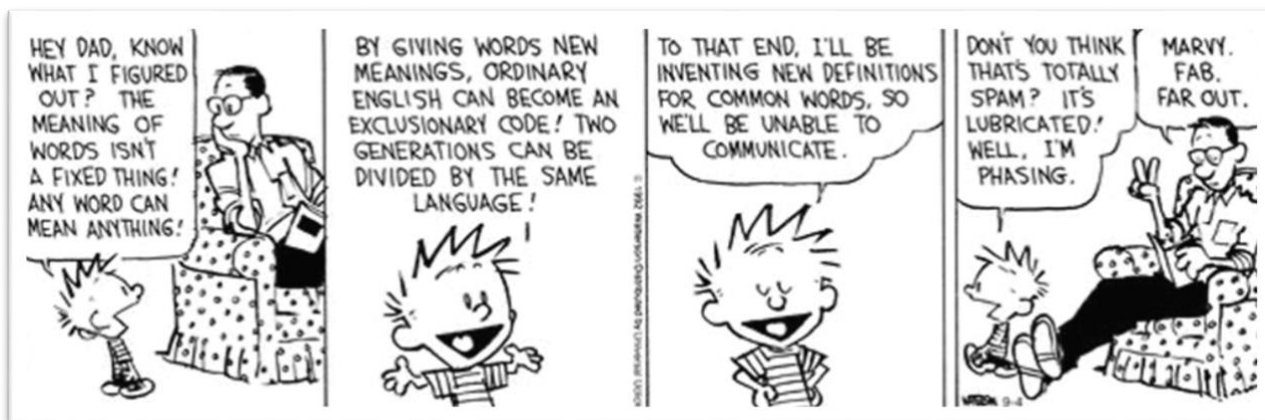
Monday/Wednesday 10:50am – 12:20 pm

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<https://portfolium.com/lbellamy>

Please note: This course requires VOD students to attend class in person on October 21, October 22, and November 29, 2021.



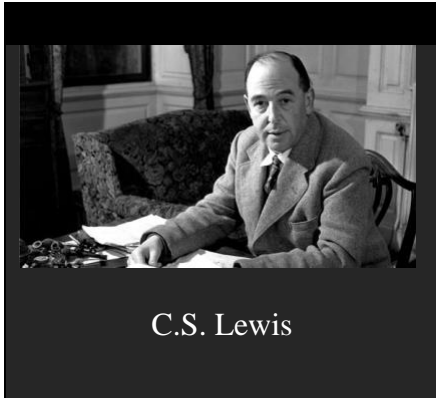
### Course Goals

#### Course Description

This course equips students to understand, assess, and use the principles of effective communication. Considering both oral and written contexts, we will examine language as a system for making meaning, identify the role of genre in composition and interpretation, practice and evaluate the use of image, story, and logical patterns as tools for moving an audience, and analyze key elements of rhetorical situations. In doing so, we will develop techniques for active listening and for persuasive communication.



#### Relationship to Horizon's Mission

This course prepares students for Christian leadership by equipping them to listen carefully and critically to the ideas of others, to convey their own ideas with purpose, clarity, and grace, and to proclaim God's Word through the public reading of Scripture.



*“Language is an instrument for communication. The language which can with the greatest ease make the finest and most numerous distinctions of meaning is the best.”*

### Core Competencies and Learning Outcomes

-  To demonstrate competency in *Skilled Communication*, students will
1. Compose written work using the appropriate genre and style for the given context, purpose, and audience.
    - Preparation: *DRAFT Theological Reflection Essay, DRAFT Rhetorical Analysis Essay, Class Critique*
    - Assessment: *REVISED Theological Reflection Essay; REVISED Rhetorical Analysis Essay*
  2. Demonstrate effective revision habits in composition and peer review.
    - Preparation: *DRAFT Theological Reflection Essay; Editing for Peers Exercises*
    - Assessment: *REVISED Theological Reflection Essay, Class Critique, REVISED Rhetorical Analysis Essay*
  3. Present oral interpretations of Scripture that demonstrate exegetical and vocal preparation.
    - Preparation: *Scripture Reading Exercises, Chapel Reading, Research Notes*
    - Assessment: *Thesis Presentation and Parable Reading*
  4. Present an integrated and properly supported thesis using verbal and visual communication tools.
    - Preparation: *Class Critique, Presenting a Thesis Lesson*
    - Assessment: *Thesis Presentation and Scripture Reading*
-  To demonstrate competency in *Biblical and Theological Literacy*, students will
5. Identify and interpret the elements of genre in a biblical parable.
    - Preparation: *Exegesis Exercises, DRAFT Rhetorical Analysis Essay, Class Critique*
    - Assessment: *REVISED Rhetorical Analysis Essay*
  6. Identify and analyze the rhetorical elements of a biblical parable.
    - Preparation: *Exegesis Exercises, DRAFT Rhetorical Analysis Essay, Class Critique*
    - Assessment: *REVISED Rhetorical Analysis Essay*



Dorothy Sayers

*“For we let our young men and women go out unarmed . . .  
[against] the incessant battery of words, words, words.*

*They do not know what the words mean; they do not know  
how to ward them off or blunt their edge  
or fling them back;*

*they are prey to words in their emotions instead of being  
the masters of them in their intellects.”*

## **Course Work**

### **Required Readings**

Bellamy, Leanne, ed. *Communication Skills Reading Package*. Saskatoon: Horizon College and Seminary, 2021.

Holland Jr., Richard A., and Benjamin K. Forrest. *Good Arguments: Making Your Case in Writing and Public Speaking*. Grand Rapids: Baker Academic, 2017. ISBN: 9780801097799

Ryken, Leland. *How to Read the Bible as Literature . . . and Get More Out of It*. Grand Rapids: Zondervan, 1984. ISBN: 139780310390213

### **Required Videos**

Bird, Warren, and Max Mclean. “Readings that Unleash the Word.” In *Unleashing the Word: Rediscovering the Public Reading of Scripture*, parts 1-6. Grand Rapids: Zondervan, 2009. DVD.

Eyal, Nir. “Hooked: How to Build Habit-Forming Products.” YouTube Video, 13:00. October 4, 2015. <https://youtu.be/hVDN2mjJpb8>

Peterson, Jordan. “Jordan Peterson | Full Address and Q&A | Oxford Union.” YouTube video, 1:15:49, posted by “Oxford Union,” June 24, 2018. [https://youtu.be/UZMIbo\\_DxJk](https://youtu.be/UZMIbo_DxJk)

Pinker, Steven. “Linguistics, Style, and Writing in the 21<sup>st</sup> Century.” YouTube Video, 53:40. October 28, 2015. <https://youtu.be/OV5J6BfToSw>

Ronson, Jon. “When Online Shaming Goes Too Far.” Filmed June 2015. TED video, 17.11.

[https://www.ted.com/talks/jon\\_ronson\\_what\\_happens\\_when\\_online\\_shaming\\_spirals\\_out\\_of\\_control?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/jon_ronson_what_happens_when_online_shaming_spirals_out_of_control?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)

### **Suggested Reading**

Baldoni, John. *The Leader's Guide to Speaking with Presence: How to Project Confidence, Conviction, and Authority*. New York: AMACOM, 2014. ISBN: 9780814433799

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### **Course Assignments and Activities**

**Portfolio Components.** *Revised Theological Reflection Essay OR Revised Rhetorical Analysis Essay*. This assignment must be edited and submitted to the Skilled Communication e-Project in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

### **Term A**

#### 1. *Theological Reflection Essay*.

During Term A, you will write a Theological Reflection Essay. To complete the essay, you will follow a three-draft writing process (outlined below). You will submit the essay twice: after you have completed drafts 1&2, and again once you have completed the 3rd and final draft.

*What is a theological reflection essay?*

The theological reflection essay is a genre that tells the story of your thinking about an issue, experience, problem, or text that you are trying to understand in light of who God is. It combines propositional thinking (the language of logic and reason) with imaginative thinking (the language of narrative and metaphor) to bring your reader along on your journey of making sense of your topic. A successful theological reflection will be **authentic** (true to you and your personal experience), **relevant** for your reader (true to the shared human experience), and **focused** (one idea should be explored and fully developed by the end).

Your final theological reflection essay (draft 3) must include the following four components: 1) a question that arises from a personal experience; 2) a description of your experience that identifies the crux of your question; 3) an analysis of your experience and question through the lens of Christian tradition, story, and symbolism; 4) an answer to your question that, given what you reveal in steps 2 and 3, explains what the experience

has taught you about yourself and about God and what you will now do as a result of that lesson.

**Choosing your experience:**

You may interpret “personal experience” to mean any of the following: your development of a belief or system of beliefs, an encounter with an issue you care about, an encounter or relationship with people (in ministry, at church, in school, at home, etc.), a mystical experience of God, an experience with a place (a city, a place in nature, a particular church building, etc.) that resonates with you, an attempt to solve an intellectual problem, a process of trying to understand a text (including multimedia texts), etc.

Nearly any type of experience will work, provided it shows how your understanding of God has changed, developed, or grown in some important way. That change should be something you care deeply about because it has real meaning for your life and walk with God.

If you are not sure how to choose an experience, or you are not sure how to develop an idea into an essay, please come and see your instructor for assistance.

*How do I write my essay?*

To begin, download the file called *Writing Theology Well* from the Reading Package lesson in Populi and **review the three-draft process** outlined by Lucretia B. Yaghjian. You will follow this process to create three drafts of your essay. Drafts 1 and 2 will be submitted together for feedback, and draft 3 will be submitted later as your final essay.

**Draft 1: Get your ideas**

To complete draft 1, you will use the techniques of *free-writing* and *draft outlining* to help you stimulate your creativity and figure out what you want to say.

Right-brained people typically prefer to start with free-writing, while left-brained people typically prefer to start with draft-outlining. This assignment is an opportunity for you to experiment and decide which order is better for you.

You must complete both a free-write and a draft outline, but you may do this in whichever order you prefer.

To complete your free-write and your draft outline, **follow Yaghjian’s process for “Freewriting or outlining draft #1: Finding out what you want to say.”**

### **Draft 2: Get focused**

Once you have written draft 1, you will be ready to begin draft 2. In draft 2, you will clarify your question and your answer and refine your essay's structure into a clear and purposeful narrative that shows the story of your thinking.

To complete your second draft, **follow Yaghjian's process for "Draft #2: Writing That and Only That."** In particular, you should complete each of Yaghjian's four "significant moves toward crafting a coherent essay" (33):

1. Refine your question/topic.
2. Discard unnecessary material.
3. Discern a narrative structure for your essay.
4. Develop your content from draft 1 according to that narrative structure.

Narrative structure is a powerful tool for capturing both the hearts and minds of your audience. To help your essay tell the *story* of your thinking, please begin with move #3 and **choose one of the following 8 classic narrative structures** that work well for essays and presentations: [Using Story to Shape Your Presentation](#) (this link is also available on Populi's Syllabus page).

Once you have chosen your narrative structure, **develop your material from draft 1 to fit with that structure.** You may find that you change your mind about which structure you want to use as you work on this step, which is just fine. Your goal at this stage is to figure out which narrative structure is best for the ideas you want to communicate, and to refine your topic and discard unnecessary material at the same time.

Draft 2 must show evidence of significant revision and development from draft 1. Essays that do not show significant evidence of revision and development will not be accepted.

Once completed, drafts 1 and 2 should be submitted together as one assignment. Please see below for details.

### **Draft 3: Get polished**

To complete draft 3, you will revise and edit your essay with the needs of your audience in mind. You will add or expand essential material, rewrite phrases to make them more impactful or more clear, and edit your piece so that it is free of spelling and grammatical errors.

To complete draft 3, **follow Yaghjian's process for "Draft #3: Writing So That Others Will Want To Read It."** In this draft, you should pay particular attention to filling the gaps between what you have written and what you want your reader to feel and understand while reading your essay.

*How* do I submit my essay?

All essays should be submitted as a Word.docx to the appropriate assignment tab in Populi.

The title page should include a **creative main title** and a **standardized subtitle** that identifies the assignment name. For example, your essay might be called “The Day I Met God Under the Stairs: A Theological Reflection Essay.” The Day I Met God Under the Stairs is the creative main title that tells your reader what the **subject** of the essay is and **hooks** their interest in reading further. A Theological Reflection Essay is the standardized subtitle that tells your reader what **kind** of a text they are reading and helps your instructor keep track of your work.

**Drafts 1&2** must be submitted together in one Word.doc for formative feedback **before you submit draft 3**. Label each section as “free-write,” “outline,” or “draft 2.” On the first page of draft 1(not the title page), indicate whether you chose to begin with free-writing or with draft outlining. On the first page of draft 2, indicate which of the 8 narrative structures you have chosen.

Remember that draft essays which do not show evidence of significant revision and development will not be accepted.

**Draft 3** should be submitted on its own as a single Word file. Final essays will be assessed based on whether or not they demonstrate **evidence of significant and effective revision**, integrate the **four components** (a question, a description, an analysis, and an answer) using both propositional and imaginative language, use a **consistent writing style**, and have a coherent **form (shape)** that supports the story of your thinking about God. See the assignment rubric for further detail.

- Related learning outcome(s): #1, #2
- **Assignment Length:** Drafts 1 & 2: 1000-2000 words.
- **Due date:** Drafts 1 & 2: October 8, 2021.
  
- **Assignment Length:** Draft 3: 1000-1200 words.
- **Due date: Draft 3:** October 15, 2021.

## 2. *Scripture Reading Exercises*

Reading the Word of God in public is a ministry to God’s people that requires careful preparation and practice. On Populi, you will find a lesson titled *Scripture Reading Exercises*. This lesson includes a series of tests and video discussions (on Flipgrid) to help you practice reading Scripture out loud.

These exercises are formative activities designed to help you practice the skills you will need for your chapel reading and to meet competency when you read Scripture during your presentation in Term B. **Students who do not complete the *Scripture Reading Exercises* by the due date will not be permitted to complete the chapel reading.**

- Related learning outcome(s): #3.
- **Assignment Length:** N/A.
- **Due date:** Populi Tests: September 26, 2021; Flipgrid discussions: October 1, 2021.

### 3. *Chapel Reading.*

Each in-class and Zoom student must sign up to read a passage of Scripture during a regular chapel **OR** during a 10:50 chapel (2021 schedules to be announced). Live-stream and VOD students must arrange to record a public reading in church or other approved location and submit the recording for feedback. This is a formative assignment designed to prepare you to meet competency when you read Scripture during your presentation in Term B.

Chapel readings will take place in October and November, and you will be given the opportunity to select the date for your reading on the first day of class. The passage you read for chapel will likely be selected by someone else (usually that day's speaker).

You will be given at least a week to prepare your reading, and you are expected to demonstrate the exegetical and vocal preparation that will allow you to provide an intelligent and passionate interpretation of the passage for the audience.

Pastor Bob Williamson will provide individual coaching to help you prepare for your reading. When you sign up for your reading, you will also sign up for a time to meet with Pastor Bob and begin to prepare your passage. **Students who do not keep their appointments with Pastor Bob will not be permitted to complete the chapel reading.**

- Related learning outcome(s): #3.
- **Assignment Length:** To be determined.
- **Due date:** Determined the first day of class.

### 4. *Crucial Conversations Workshop*

As part of this course, students are given the opportunity to attend the industry-standard communications workshop, Crucial Conversations.

Crucial Conversations teaches effective skills for managing relationships and engaging in dialogue when stakes and emotions are high.

**In-person (including live-stream) attendance is required**, and student participation will be assessed as pass/fail on that basis. Live-stream links and workshop materials will be provided closer to the conference date.

- Conference dates: October 21 and October 22, 2021.

## **Term B**



During term B, you will write a Rhetorical Analysis Essay that interprets and analyzes a biblical parable. You will also read your parable and present your thesis and main arguments from this paper to the class.

Much of your work in term A and all of your work in term B is designed to help you complete the various stages of writing and presenting your essay.

#### 5. *Exegetical Research and Interpretation Notes*

A rhetorical analysis must be grounded in a sound interpretation of the text, or *exegesis*, the skilled and careful task of analyzing what the Bible has to say. The *Exegetical Research and Interpretative Notes* is a formative assignment designed to help you produce a strong first draft of your Rhetorical Analysis Essay. You will not receive a formal assessment of the learning outcomes for this assignment, but students who engage with the assignment will receive feedback and suggestions related to the quality of their research and interpretation. **Quality research and proper exegesis are necessary to meet the learning outcomes for the course.**

*How do I create my notes?*

On Populi, you will find a lesson titled *Exegetical Research and Interpretive Questions*. This lesson includes a sheet of interpretive and research questions that will guide you through the process of exegesis.

**Download a copy** of the questions and **fill in an answer to each question** as you research and analyze your parable. Please **use black font** to type the answers to each question.

When conducting your research, you must **use a mix of sources, including books, commentaries, and journal articles**. On October 13, Richelle will provide the class with a library instruction tutorial to ensure you understand how to find sources for this paper. Please see Richelle in the library if you have further questions about how to find and access sources for this assignment. Your final paper will require a minimum of 5 scholarly (peer reviewed) sources.

*What should I include?*

Each question should be answered as comprehensibly as possible. Some responses may only require a single sentence, while others may require 4 or 5 lines of text to answer the question well. Answering all questions fully should leave you with a comprehensive set of notes detailing the literary character and historical background of your parable.

You may use point form to answer your questions, but make sure to **include sufficient detail, reasoning, and context** to make your notes useful when you sit down to write your essay.

As you fill in your responses, make sure to **record the verse numbers and key words and phrases** from your parable that provide the textual basis for your answer. If your answer is based on secondary source information, make sure to **record the title of the source and the relevant page numbers** for your information.

*How do I submit my notes?*

Submit a completed copy of your notes (Word.docx) to the appropriate assignment page on Populi. Your instructor will provide feedback on the quality of your research and preparation for completing a successful essay.

Hint: Remember that you must select your parable for the paper as early as September 28, 2021. As you work with your parable in the *Scripture Reading Exercises*, you can also begin adding relevant information to your *Exegetical Research and Interpretation Notes*.

- Related learning outcome(s): #3, #5, #6.
- **Assignment Length:** 2-5 pages.
- **Due date:** November 8, 2021.

## 6. *DRAFT Rhetorical Analysis Essay*

*What is a rhetorical analysis essay?*

A rhetorical analysis explains how and why a text has been composed by analyzing the strategies the author used to achieve his purpose in creating the text. To write a successful rhetorical analysis, you will need to articulate what the author has to say (exegesis/interpretation), why he says it (purpose), who he says it to (audience), and how he achieves certain effects on his audience (strategies and their results).

### **Who is the author of my parable?**

When you analyze a biblical parable, you have two authors to consider: the author of the book (for example, Matthew as the author of the Gospel of Matthew) and the speaker of the parable (for example, Jesus). For the purposes of this paper, you should focus on the speaker of the parable as the author of the parable.

### **Who is the audience of my parable?**

When you consider an author's purpose, you must also consider, among other things, the author's intended audience. For the purposes of this paper, you may consider only the audience in the text (for example, the Pharisees) as the audience for your parable.

*How should I write my essay?*

Using the data collected in your *Exegetical Research and Interpretation* notes, you should compose an integrated argument that includes

- a definition of the parable genre
- the specific parabolic conventions in your parable (for example, archetypal characters, narrative, etc.).
- A clear and complex thesis
- A clear analysis of who the author is and who his audience is.
- Supporting arguments that explain why specific details in the text justify your interpretation of what the author has to say

- Supporting arguments that explain how the author uses those details and parabolic conventions to achieve his purpose.
- Your draft must include headings that clearly identify the following: your introduction, your thesis statement, your main supporting premises (marked as P1, P2, etc.), and your conclusion. You do not have to keep these headings in your revised paper.

Your essay must be written in **academic style** and include a minimum of **five scholarly (peer-reviewed) sources**. Remember to use a mix of sources to help you find all the information you need for your paper.

*How do I submit my essay?*

You will **submit a complete and well-developed draft** of your essay to your instructor and a select group of peers (a critique group) prior to the class critique.

**Drafts that are not complete or not submitted on time will not be eligible for the critique.**

- Related learning outcome(s): #1, #5, #6.
- **Assignment Length:** 8-10 pages.
- **Due date:** November 19, 2021.

#### 7. *Class Critique.*

A critique is an opportunity to learn to receive and provide audience feedback, and to examine areas of strength and weakness in your writing. You will use the feedback you receive during the critique to revise your Rhetorical Analysis Essay for final submission.

To prepare for the critique, you will read and edit the draft essays you receive from the members of your critique group; after you have read a paper, you will complete the following steps:

##### Before the Class Critique:

- Follow the steps in the *Edit For Your Peers* lesson on Populi. Once you have completed the steps, you should have approximately **two pages** (double spaced) of written critical comments for each essay. Comments may be in point form but must use **complete sentences**, provide **detailed explanations and examples**, and **correspond clearly to specific examples** in the essay.
- Combine your comments into one Word.doc and **submit a copy** to the Class Critique assignment on Populi. Please **clearly label each set** of comments with the name of the author of the corresponding essay.

##### During the Class Critique:

- Bring a hard copy of each set of comments and each peer essay to class on **Monday, November 29**. You will use these hardcopies to provide feedback to your peers during a “writer’s workshop.” Zoom and VOD students should have digital copies of each paper to be used for reference.
- Discuss each essay in turn, including your own, during the writer’s workshop. Working as a group, your goal will be to expand on the written comments and analyze areas of success and failure in each of the essays.

- Remember to retain an attitude of respect for everyone in your group, receive critical feedback with grace and discernment, and make sure to highlight both strengths and weaknesses in each paper. Draw on the strategies you learned in the Crucial Conversations Workshop to help you communicate well.

Your critique work will be assessed based on the quality of your written comments and your participation in the workshop discussions.

**The Class Critique is not eligible for extensions. All students, including VOD students, must attend in person or through Zoom. Students who do not participate in the critique will not meet all of the learning outcomes for the course.**

- Related learning outcome(s): #2
- **Assignment Length:** 2 pages.
- **Due date:** November 29, 2021.

#### 8. *Thesis Presentation and Parable Reading.*

Once you have received feedback on your DRAFT Rhetorical Analysis Essay, you will begin the process of revising your essay. As part of that process, you will refine your thesis, revise your premises and supporting evidence, and present a coherent and persuasive summary of your paper to the class. A lesson titled *Preparing a Presentation* is available on Populi to assist you with this process.

VOD and Zoom students must prepare a presentation appropriate for the medium (video recording or live stream). Please review the *Preparing a Presentation* lesson for further instructions.

Your thesis presentation must **begin with a reading of your parable**. Your reading should take as long as is required for you to deliver a clear, intelligent, convincing, and passionate reading. The time it takes to read your parable will be **counted as part of your 10 minutes** of presentation time. Your instructor may ask you questions after your presentation, but this will not be counted as part of your 10 minutes.

Thesis **presentations will be timed**. If your presentation is less than 8 minutes or exceeds 10 minutes (including the parable reading), you will need to arrange to re-present your material for the instructor.

Presentations will be assessed based on your ability to use verbal and visual tools to communicate a clear idea (thesis statement) that is supported by organized reasons, evidence, and illustrations.

Parable readings will be assessed based on your ability to communicate an oral interpretation of the biblical text using your voice, eyes, facial expressions, and body language.

- Related learning outcome(s): #3, #4.

- **Assignment Length:** 10 minutes.
- **Due date:** December 1 OR December 6, 2021.

#### 9. *REVISED Rhetorical Analysis Essay*

After your Thesis Presentation, you will revise and submit a final draft of your Rhetorical Analysis Essay. You should base your revisions on the written and verbal feedback you receive from your instructor and your peers during the Class Critique, as well as on the feedback you receive from your instructor after the presentation.

Your Rhetorical Analysis Essay will be assessed based on your adherence to academic style, the quality of your exegesis and rhetorical analysis, and the degree to which you have revised and refined your work.

**Students who do not properly exegete their parable or explain how the author uses the parable to achieve a specific purpose will not meet all of the learning outcomes for the course.**

**Essays that do not demonstrate significant and meaningful revisions will not be accepted.**

- Related learning outcome(s): #1, #2, #5, #6.
- **Assignment Length:** 8-10 pages.
- **Due date:** December 10, 2021.

#### **Video-on-Demand (VOD) Student Requirements**

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have some different assignment due dates from in-class students.
  - Scripture Reading Exercises: Tuesday, September 28.
  - Flipgrid Discussions: Tuesday, October 5.
  - Chapel Reading: VOD students must arrange an opportunity to read Scripture in their home community and submit the recording to the instructor. Readings should be completed no later than the end of November.
  - All other assignments *do not* have adjusted due dates. **Please note: VOD students are required to engage in the Crucial Conversations Workshop (October 21 – 22) and the Class Critique (November 29) at the same time as in-class students.**
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- By Monday at 11:59pm each week, VOD students will submit a FlipGrid report using the **VOD Class Discussion Board** in Populi. The report should be brief (approximately 3:00 minutes) and should 1) affirm you have watched the required recording for that week, 2)

summarize one thing you learned that week that will help you reach the course learning outcomes, 3) explain at least one question you had after watching the class recording. Alternatively, VOD students may arrange to meet with the Instructor live on Zoom on Monday at 4:00pm.

- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

### Estimated Time Investment

Readings	15 hrs	N/A
Classroom time	27 hrs	N/A
1. Theology Reflection	10 hrs	Oct. 8 / Oct. 15
2. Scripture Reading Exercises	3 hrs	Sept. 26 / Oct. 1
3. Chapel Reading	2 hrs	TBA
4. Exegetical Notes	7 hrs	Nov. 8
5. DRAFT Rhetorical Analysis	10 hrs	Nov. 19
6. Critique	4 hrs	Nov. 29
7. Thesis Presentation & Parable Reading	10 hrs	Dec. 1 OR Dec. 6
8. REVISED Rhetorical Analysis	10 hrs	Dec. 10
Total =	98 hrs	

### Assessment Rubrics

You can access rubrics for each of your assignments through the *Course Rubrics* lesson on Populi. Finalized rubrics will be available a minimum of one week before the assignment is due.

### Course Outline / Class Schedule

Unit 1	What <i>is</i> communication, anyway?	Reading, Videos, and Assignments
Sept. 13	Introduction Syllabus Overview and Study Calendars	*Readings and videos must be completed <b>before class</b> on the assigned due date.
Sept. 15	Who, What, Where, How, and Why?	Ryken, Chapter 1-2
Sept. 20	Organizing the World	Ryken, Chapter 4
Sept. 22	Imaginative and Propositional Language	Holland and Forrest, "Introduction" Reading Package: "Sinners in the Hands of an Angry God"
Unit 2	Imaginative Communication	
Sept. 26		<b>Scripture Reading Exercises DUE</b>
Sept. 27	Reading Scripture Out Loud	Video: Readings that Unleash the Word

Sept. 29	Genre Analysis: Theological Reflection Essays	Reading Package: <i>Section 1: Theological Reflection: Example Essays</i> Reading Package: <i>Section 2 ALL: Reason, Imagination, and the Process of Theological Reflection</i>
Oct. 1		<b>Flipgrid Discussions DUE</b>
Oct. 4	Composing Imaginative Language	Holland and Forrest: Chapter 1
Oct. 6	Genre Analysis: Parable	Holland and Forrest: Chapters 2-3
Oct. 8		<b>DRAFT Theological Reflection Essay DUE</b>
Oct. 11	<b>THANKSGIVING</b>	
Oct. 13	Library Instruction; Interpretation of a Parable	Ryken, Chapter 8 Reading Package: <i>Section 3: "Exegesis"</i>
Oct. 16		<b>Theological Reflection Essay DUE</b>
Oct. 18	NO CLASS	
Oct. 20	NO CLASS	
Oct. 21	<b>CRUCIAL CONVERSATIONS</b>	Crucial Conversations Pre-Reading (sent via email)
Oct. 22	<b>CRUCIAL CONVERSATIONS</b>	
<b>Unit 3</b>	<b>Propositional Communication</b>	
Nov. 8	Rhetorical Analysis of a Parable	Reading Package: <i>Section 4: Rhetorical Analysis Example Essays</i> Video: Mr. Rogers and the Power of Persuasion <b>Exegetical Research and Interpretation Notes DUE</b>
Nov. 10	Discerning Arguments	Reading Package: "Pinning Down Argument Structure" Reading Package: "Looking at Language" Reading Package: "Liberty for All" Video: Jordan Peterson   Full Address and Q&A   Oxford Union (51:45-1:04:17)
Nov.15	Composing Propositional Language	Video: Linguistics, Style, and Writing in the 21 <sup>st</sup> Century Reading Package: <i>Section 3 ALL: Logic, Exegesis, and Propositional Communication</i>
<b>Unit 4</b>	<b>Communication in Context</b>	
Nov. 17	Rhetorical Situation: Oral Presentation	Holland and Forrest: Chapter 5-8

Nov. 19		<b>DRAFT Rhetorical Analysis DUE</b>
Nov. 22	Rhetorical Situation: Social Media	Video: When Online Shaming Goes Too Far Video: Hooked: How to Build Habit-Forming Products
Nov. 24	Rhetorical Situation: Professional World	Holland and Forrest: Chapter 9 <b>Video: 110 Techniques of Communication and Public Speaking</b>
Nov. 29	<b>Class Critique</b>	<b>Critical Feedback Comments DUE</b>
Dec. 1	Presentations	<b>Presentation DUE</b>
Dec. 6	Presentations	<b>Presentation DUE</b>
Dec. 8	Final Questions Conclusion – key take-aways Course Evaluation	
Dec. 10		<b>REVISED Rhetorical Analysis DUE</b>

- First submissions of assignments will not be accepted after December 10, 2021.

### Revision Week Schedule

Date	Assignment
<b>Term A</b>	
Tuesday, October 19	Theological Reflection Essay resubmission 1 (as necessary)
Wednesday, October 20	Theological Reflection Essay resubmission 2 (as necessary)
<b>Term B</b>	
Monday, December 13	Thesis Presentation re-presentation 1 (as necessary)
Tuesday, December 14	Rhetorical Analysis Essay resubmission 1 (as necessary)
Thursday, December 16	Thesis Presentation re-presentation 2 (as necessary)
Friday, December 17	Rhetorical Analysis Essay resubmission 2 (as necessary)

- No resubmission of assignments will be accepted after December 17, 2021.

## Academic Policies

### General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may



grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for more than 40%</b> of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62

NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be

tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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