

# David Moss

Communications Instructor



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Hello,

Welcome to my Communications class site. Here you will find course information as well as personal information about myself. I am currently a full time communication instructor at the Menifee campus.

Classes that I teach include public speaking, interpersonal communication and advocacy and argument. I am currently pursuing a doctorate degree in education at Capella University. I have taught at Cal. State University Long Beach, Cal. State University San Bernardino, Crafton Hills college, San Bernardino Valley college and Santa Ana college. I also received "outstanding instructor award" at Crafton Hills college. I am currently a member of Western States Communication Association (WSCA)

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[Comm. 100 Public Speaking \(click here\)](#)

## **Text:**

Lucas, Stephen E. [The Art of Public Speaking](#), 9th edition, New York: McGraw-Hill, 2007.

## **Recommended materials:**

Topic finder for [The Art of Public Speaking](#)  
Student CD-ROM Guidebook  
Index cards (4x6)

## **Course Description**

This course is an introduction to fundamental theories and skills of public speaking. It emphasizes the preparation and delivery of formal presentations to an audience. Students will learn to choose and narrow topics, research and organize materials, and practice



and present speeches that are adapted to various audiences, purposes, and occasions. This course is designed to meet graduation and transfer requirements.

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[Comm. 103 Interpersonal \(click here\)](#)

**Text:**

Adler, Ronald B, Proctor, Russell F. and Neil Towne. Looking Out Looking In. 11th edition, Belmont: Thomson Wadsworth, 2005.

**Course Description:**

This course examines the dynamics of communication within interpersonal relationships. The focus of this course will be on learning and practicing skills needed to improve the quality of interpersonal communication. Careful concern as to how interpersonal skills apply within relationships in family life, the workplace, and the community will be given. This is a skills- based course and will emphasize experiential learning.



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[Comm. 104 Advocacy & Argument \(click here\)](#)

**Text:**

Verlinden, Jay. Critical Thinking and Everyday Argument. Belmont: Thomson Wadsworth, 2005.

Engleberg, Isa, and Raimes, Ann. Pocket Keys for Speakers. New York: Houghton Mifflin, 2004.

**Recommended Material:**

Opposing viewpoints resource center (web site)

Newspaper

**Course Description**

This course develops skills of critical inquiry and advocacy. Through the analysis and development of oral and written arguments, the student will gain experience in evaluating reasoning, identifying logical fallacies, testing evidence and sources of information, advancing a reasoned position, and refuting arguments. The course is designed to meet graduation and transfer requirements in oral communication and critical thinking.



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[Comm. 106 Small Group Communications \(click here\)](#)

**Text:**

Rothwell, Dan J.(2007). [In Mixed Company: Communication in small groups and teams](#) 6th edition,

**Course Description**

This course studies communication in small group contexts.

Topics include the development of group rules and norms, the emergence of leadership and other roles, and the importance of diversity in decision making. Through participation in group simulations and discussions, the student will learn creativity and critical thinking in problem-solving and will develop skills of listening, leadership, consensus building, and conflict management.

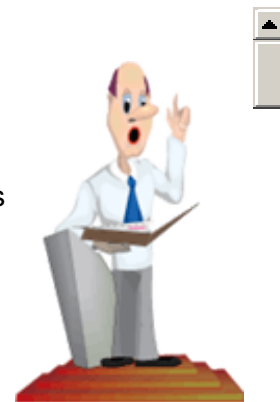


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[Comm. 100 Public Speaking \(click here\)](#)

**Course Objectives**

1. Describe and analyze the relationships among important elements of the public communication process.
2. Differentiate among various common types of public messages with respect to speaker purpose and audience expectations.
3. Analyze the student's own cultural values and compare them with those of others and traditional Western speaking conventions.
4. Select topics, goals, and strategies that are adapted to target audiences, situations, and the speaker's background.
5. Collect, evaluate, and select information, examples, and expert opinion to illustrate and support points in various types of informative and persuasive presentations.
6. Formulate strong and valid arguments to support assertions.
7. Organize and specifically outline the main points and supporting materials of



various types of oral informative and persuasive messages, providing effective introductions, conclusions, and transitional material.



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[Comm. 103 Interpersonal Communication \(click here\)](#)

### **Course Objectives:**

1. Differentiate interpersonal from other forms of communication.
2. Illustrate the transactional nature of interpersonal communication as it applies to realistic interpersonal relationships and settings.
3. Recognize the influence of social norms, gender, and culture on interpersonal communication.
4. Formulate issues that arise in relationships and distinguish among various approaches (e.g., passive, aggressive, assertive) that people may choose in responding to them.
5. Evaluate communication choices with respect to levels of good faith, empathy, mutual goal satisfaction, and social propriety.
6. Analyze the two-way relationship between the student's interpersonal experiences and his or her self-concept.
7. Formulate effective communication strategies that respond to the differences in people's perceptions.
8. Assess risks and benefits of self-disclosure in work, social, and intimate settings.



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[Comm. 104 Advocacy & Argument \(click here\)](#)

### **Course Objectives**

1. Distinguish argument from other types of discourse.
2. Differentiate among naturally-occurring arguments related to the field to which they belong and the varying standards of evidence and reasoning common to their respective fields.
3. Analyze the student's own cultural values and ethical standards with respect to argument and compare his or her values with non-Western conventions for determining truth and advocating change.
4. Identify areas of current controversy reflected in print and electronic media and analyze the issues on which each controversy turns.
5. Examine underlying assumptions in naturally-occurring, contemporary oral and written arguments.
6. Diagram the structure of sample arguments on current social, political, legal, scientific, and economic issues.
7. Analyze and evaluate evidence using standards of accuracy, recency,



relevance, representativeness, sufficiency, and consistency.

8. Evaluate the credibility of sources of evidence and testimony using standards of



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[Comm. 106 Small Group Communications \(click here\)](#)

## Course Objectives

Differentiate small group communication from other forms of communication and assess advantages and disadvantages of using small groups to plan and implement various types of discussion activities, especially with respect to decision-making and problem solving.



Analyze the relationships among small groups, their larger organizational systems, and the social, political, and cultural environment in which they operate.

Observe and evaluate the emergence of roles, norms, cohesiveness, and leadership in classroom and natural social and work groups.

Assess the task needs and social climate of groups and adapt behavior to meet the group task objectives and socio-emotional needs of group members. This objective includes demonstration of effective interpersonal skill, including following:

- a. Effective listening and empathy
- b. Use of specific, precise, concrete, and descriptive language.
- c. A variety of leadership skills appropriate to the needs of the group.

Select and implement appropriate organizational strategies for various group



***Here you will find great information in the area of communications.***

### Speech topic links

[Speech topics](#)

[Persuasive speech topics](#)

[Propositions of fact, value and policy](#)

### Great Speeches

[Top 100 American speeches](#)

[Great speeches collection](#)

[History.com speeches](#)

[AmericanRhetoric.com](#)

### Speaking Tips

[LJL Seminars](#)

[MSJC Communications Dept.](#)

### Controversial issues

[ProCon.org](#)

[Speakout](#)

[Public Agenda](#)

[iDebate](#)

[Changing minds](#)

[Cal. State Fullerton](#)

[Dr. Rich Rowley](#)

### Professional organizations

[Westcomm](#)

[National communication assoc.](#)

[International comm. assoc.](#)

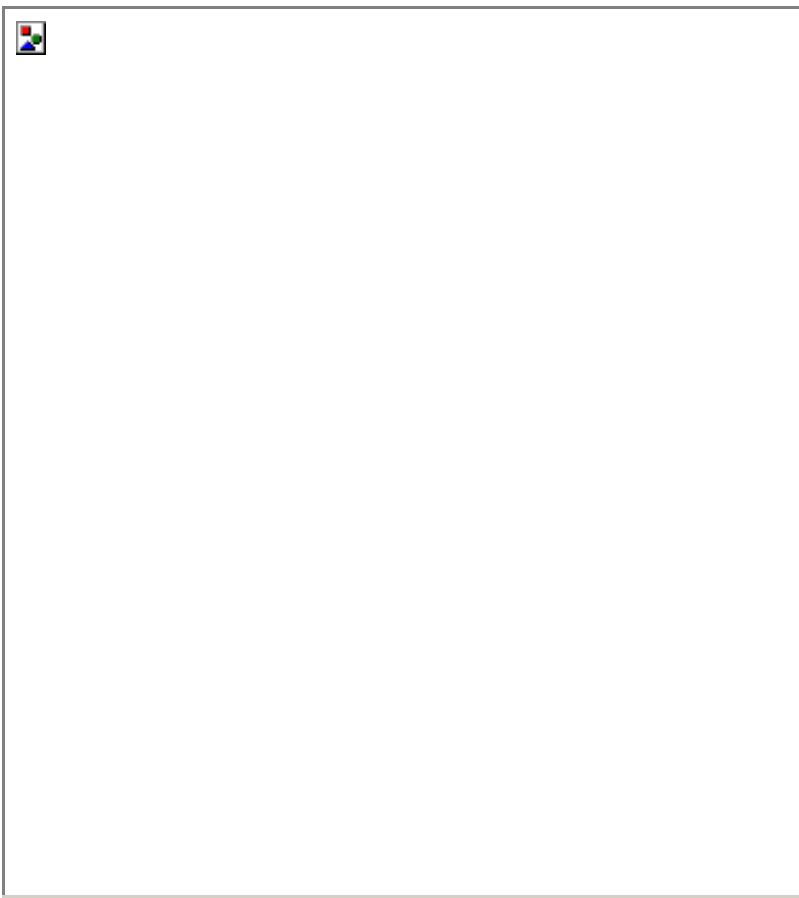
### Writing

[Bartleby.com](#)

[Purdue writing lab](#)

[Long Island University](#)

[Citation machine](#)



## About me

### Campus:



I am currently a full-time instructor at the Menifee campus. I am the chair for the faculty mentor committee. I also get involved in such things as developing curriculum, working on the occupational internship program, and other miscellaneous items pertaining to the college. I teach a combination of both face to face and online courses and am always adding new technology or ideas to my curriculum.

### Research:

I am currently working on my PhD at Capella University. My degree will be in education with an emphasis in professional studies. I am happy to say that I just passed my comprehensive exams and I will start working on my dissertation. My research interests lie in faculty mentoring in the distance learning environment. Because of my background in communication I am interested as to how mentors and mentees interact online.

### Personal and Family life:

I am bit of a technology bug and enjoy learning about new software applications and basically messing around with computers. Photography is also another interest of mine although I am a novice. I enjoy traveling (especially cruises) with

