Course Syllabus for Speech Communication 1311  
(Introduction to Speech Communication)  
El Centro College

This comprises the general syllabus (information applying to all DCCCD campuses and SPCH 1311 students) and every El Centro College SPCH 1311 instructor's syllabus, policies, etc.

Course Description
Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others, and prepare and deliver formal public speeches. This course requires college-level skills in reading and writing.

In order to be successful in this course, you must possess college-level skills in reading and writing – to be qualified for or concurrently enrolled in or have completed ENGL 1301/ENGL 101. Students are required to have demonstrated college-level “reading, writing, and/or math skills” prior to enrolling in academic transfer courses.

Speech 1311 is included in the DCCCD Core Curriculum. This course provides students with the opportunity to develop the Core Curriculum Intellectual Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy fundamental to the Coordinating Board's Exemplary Objectives in Communication.

Standards for core courses – All students are advised to enroll in this course within the first 36 hours of credit since it stresses critical skills needed for success in other courses. To graduate, students must earn a final grade of “C” (indicating competent performance) or better in all core courses.

Core Curriculum Intellectual Competencies (CCIC)
Speech 1311 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

1. Reading – the ability to analyze and interpret a variety of printed materials (books, documents, and articles) above 12th grade level,
2. Writing – the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience above 12th grade level,
3. Speaking – the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience above 12th grade level
4. Listening – the ability to analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing and reading above 12th grade level,
5. Critical Thinking – the ability to think and analyze at a critical level,
6. Computer Literacy – the ability to understand our technological society; use computer-based technology in communication, problem-solving, and information acquisition.

Exemplary Educational Objectives in Communication
Speech 1311, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board:

1. to understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation,
2. to understand the importance of specifying audience and purpose and to select appropriate communication choices,
3. to understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication,
4. to participate effectively in groups with emphasis on listening, critical/reflective thinking, and responding,
5. to understand and apply basic principles of critical thinking, problem-solving, and technical proficiency in the development of exposition and argument, and
6. to develop the ability to research and write a documented paper and/or to give an oral presentation.

**SPCH 1311 Student Learning Outcomes (SLOs)**

As a result of participating in SPCH 1311, students will be able to

1. Show a mastery of effective intrapersonal communication concepts,
2. Illustrate an understanding of productive interpersonal communication,
3. Demonstrate an understanding of small group dynamics,
4. Prepare effective, formal public speeches,
5. Demonstrate effective interviewing skills, and
6. Demonstrate an ability to use library databases to find credible research support.

This semester items 1, 4 and 6 will be specifically assessed.

This semester, Student Learning Outcome numbers one (Show a mastery of effective Intrapersonal Communication Concepts), four (Prepare Effective, Formal Public Speeches) and six (Demonstrate an Ability to Use Library Databases to Find Credible Research) will be assessed using either embedded questions, common rubric, or research assignment (as decided by the Speech Communication Department). More information will be provided by your instructor and in eCampus/BlackBoard.

**Speech 1311 Course Objectives** - Speech 1311 Course Objectives describes the content covered in all DCCCD SPCH 1311 courses. These objectives address the Core Curriculum Intellectual Competencies (CCIC) and the Texas Higher Education Coordinating Board’s Exemplary Objectives (EEO) in Communication. Notice that any speech objective may address more than one competency or objective. Effective communication requires the application of multiple skills.

**Course Objectives** – Upon completion of Speech Communication 1311, students should be able to demonstrate competence in intrapersonal, interpersonal, small group, and public communication by:

**I. Applying knowledge of basic human communication theory and practice.**
(This objective satisfies CCIC 1-5 and EEO 2). The student will be able to:

a. Define communication and identify elements involved in any communication process,

b. Define the various domains of human communication: intrapersonal, interpersonal, small group, and public speaking,

c. Identify barriers to communication and ways to improve one’s own skills, and

d. Discuss the impact that multicultural difference has on communication.

**II. Explaining and describing basic intrapersonal and interpersonal concepts of understanding one's self and relationships between self and others.**
(This objective satisfies CCIC 1-5 and EEO 2). The student will be able to:

a. Define self-concept, perception, and self-image and describe how these issues affect communication,

b. Develop strategies for improving interpersonal relationships,

c. Describe how relationships develop and disintegrate,

d. Describe ways to improve self-esteem,

e. Define and demonstrate an understanding of “appropriate self-disclosure”,

f. Define and distinguish between: empathy and sympathy, thinking and feeling, listening and hearing,

g. Define and demonstrate an understanding of the different roles that each of us plays,

h. Define and demonstrate processes of conflict management, and

i. Describe and assess how culture affects relationships.

**III. Employing active listening and responding skills.**
(This objective satisfies CCIC 1-5 and EEO 3, 4). The student will be able to:

a. Demonstrate and employ appropriate listening skills (active, critical, empathic) in family, community, workplace, etc.

b. Demonstrate ability in the use of appropriate feedback, and
c. Demonstrate effective interviewing skills.

IV. Explaining, illustrating, and interpreting basic principles of verbal and nonverbal communication.
(This objective satisfies CCIC 1-5 and EEO 2, 3). The student will be able to:
  a. Recognize and discuss the principles and types of nonverbal communication,
  b. Discuss and illustrate how the use of language affects communication,
  c. Recognize how written and spoken communication styles differ, and
  d. Discuss multiculturalism and gender as they impact the way we communicate verbally and nonverbally.

V. Participating as a productive member of a small group.
(This objective satisfies CCIC 1-5 and EEO 4, 5, 6). The student will be able to:
  a. Summarize characteristics of a small group and situations in which a group decision is superior to individual decision-making,
  b. Identify group participation roles, skills, attitudes, and their consequences,
  c. Distinguish between productive and non-productive behaviors in a small group,
  d. Identify leadership styles and their application to real-world situations, and
  e. Demonstrate and discuss understanding of conflict management.

VI. Organizing and presenting effective formal public speeches.
(This objective satisfies CCIC 1-6 and EEO 1-6). The student will be able to:
  a. Discuss, identify, and demonstrate the characteristics of an effective speaker,
  b. Develop strategies for building speech confidence,
  c. Demonstrate ability to gather support material for speeches, including research and databases,
  d. Demonstrate effective nonverbal skills for public speaking,
  e. Identify and apply informative and persuasive speaking strategies,
  f. Deliver formal public speeches, and
  g. Use various types of visual aids.

Evaluation/Grading Policy
You will be evaluated on the quality of your regular work assignments. Quality of work is defined as the extent to which your technical skill and conceptual comprehension is demonstrated. Based on the final total of points possible at the end of the semester, the breakdown for grades is as follows:

90 – 100% = A Demonstrates consistent high skill level and assignment comprehension
80 – 89% = B Demonstrates fairly consistent high skill level and comprehension
70 – 79% = C Shows average skill level and comprehension. Minimum standards met.
60 – 69% = D Demonstrates lack of skill and comprehension
59% or less = F Demonstrates extreme lack of skill and comprehension

Required Text Communication: Making Connections, Books a la Carte, 8th Edition by William Seiler and Melissa Beall
Publisher – Pearson Education/Allyn & Bacon

The following policy statements are required by El Centro College and/or the DCCCD.

Attendance
Students are expected to attend regularly all classes in which they are enrolled. Students have the responsibility to attend class and to consult with the instructor when an absence occurs.

Observance of a Religious/Holy Day
A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, the student notified the instructor of each class scheduled on the date that the student would be absent for a religious/holy day. A “religious holy day” means a holy day observed by a religion whose places of worship are exempt from
property taxation under Section 11.20, Tax Code. The notice shall be in writing and shall be delivered by the student personally to the instructor, with receipt acknowledged and dated by the instructor or by certified mail, return receipt requested, addressed to the instructor. A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination.

**Withdrawal Policy**

If you are unable to complete this course, you must withdraw from it prior to the posted ECC drop date.

1. Withdrawing from a course is a formal procedure that you must initiate; the instructor cannot do it for you.
2. Drop forms are available in the Admissions or Counseling Office.
3. Complete course information and reason for withdrawal.
4. Get instructor's signature. If unavailable, see counselor, advisor, or dean.

*If you stop attending class and do not withdraw, you will receive a performance grade, usually an “F”.*

**Six Drop Rule - Stop BEFORE You Drop!**

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”.

Therefore, please exercise caution when dropping courses at any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, access [https://www1.dcccd.edu/6drop](https://www1.dcccd.edu/6drop).

**Equal Access/ADA Statement**

Any student who may need accommodations due to a disability should contact the Disability Services Office, Room A110, phone number 214.860.2411.

**Classroom Etiquette**

El Centro College is a learning institution. It is expected that each person will at all times conduct herself or himself in a way that is conducive to a learning environment. Therefore, the following rules apply:

1. No cell phones or pagers. Insure, before the start of each class, that your cell phone and or pager is turned off. Do not disrupt class to respond to a phone call or page. Any student failing to do so will be asked to leave the classroom.
2. Talking in class should be limited to class discussions and obviously presentations. This is particularly critical on days that speeches are being given. Because some people experience a great deal of anxiety about speaking in front of others, this kind of activity can be quite bothersome. Be courteous to and supportive of your peers.
3. Pick up behind yourself. Throw away any unwanted papers, visual aids, drink bottles, snack bags, etc. upon leaving the classroom.
4. Arrive on time and stay until class is dismissed. In the event that you are tardy on a day when presentations are being given, do not enter the classroom while someone is speaking. Enter between presentations to avoid distracting the speaker.
5. Generally behave as mature adults would in the workplace.

**Academic Ethics Statement**

“Any violation of the Student Code of Conduct (as printed in the El Centro College Catalog and made available at [http://www.dcccd.edu/cat9899/conduct.htm](http://www.dcccd.edu/cat9899/conduct.htm)) will be penalized accordingly. All matters of academic dishonesty (plagiarism, collusion, fabrication, cheating, etc.) will result in a failing grade for the assignment in question. All violations will be forwarded to the proper college authorities for review. The college may, at its discretion, impose additional penalties on the student including academic probation, suspension, or expulsion. ANY form of disruptive behavior will not be tolerated.”

**Grievance Procedure**

Students are expected to follow established procedures of the appropriate division in handling academic issues, such as grade appeals. El Centro College requires that other complaints and disputes (that
cannot be resolved by the persons directly involved) be referred initially to the Ombudsman Office for informal, confidential resolution. Additional grievance procedures and the Student Code of Conduct are outlined in the El Centro College Catalog, are available in hard copy in advisement, or are on the web at www.elcentrocollege.edu.

Financial Aid
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate in a course after the drop date are also subject to this policy.

For Distance Learning
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing/contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

For All Other Classes
If you are receiving Financial Aid grants or loans, you must begin attendance in all classes prior to the certification date. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Disclaimer Statement Regarding Syllabus
The instructor reserves the right to modify due dates for class presentations, testing, and other assignments if unforeseen circumstances cause such an adjustment. Students will be notified of changes in writing.

Children on Campus
The institution strives to protect an environment most conducive to teaching and learning for all enrolled students. Children who are taking part in organized, scheduled activities or who are enrolled in specific classes are welcomed. Minor children, however, should not be brought to the college. This practice is disruptive to the learning process. In the case of an emergency where the student-parent has no alternative but to bring the child to campus, classroom faculty or the administrative heads of other units have full discretion as to whether a child may be allowed to quietly stay in the location. These individuals may require that the child be removed from the setting by the student-parent if, in their opinion, the presence of the child is deemed to be disruptive to the learning process. For reasons of security and child welfare, the institution will not permit unattended children to be left anywhere on the premises. Parents who have problems with childcare should visit the advisement/counseling center to receive referrals to childcare services in the area.

Computer Use Policy
This class will require you to utilize campus computers. Please refer to the computer use policy for the district under the student code of conduct at http://www1.dcccd.edu/cat0406/ss/computer.cfm.

Student Handbook
Additional information for students is available in the student handbook and can be accessed online at http://www.elcentrocollege.edu/StudentServices/Spar.

Accessing eCampus
Go to www.elcentrocollege.edu
Login using a lowercase ‘e’ along with your ECC Student ID (i.e., e1234567 – this is your username).
Input your password that is the same as your username unless you have changed it.
(i.e., e1234567)
Click SPCH 1311.
For technical assistance, call eCampus Technical Support at 972.669.6402. They are available 24 hours a day.
Accessing eConnect
The web interface that provides online student services that allow students to search, register, and pay for credit classes, view final grades and financial aid status is called eConnect. You must have an e-mail address on file with the college in order to access eConnect. You may use a DCCCD e-mail address or a commercial one. Direct your questions to eConnect@dcccd.edu.