This course syllabus is intended as a set of guidelines for (Course Speech 1311). Both North Lake College and I reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information:
Instructor’s Name: Michelle Meyer
Email Address: mmeyer@dcccd.edu
Office Phone Number: 972-273-3379
Office Location: P 218
Office Hours: MW 12:20-1:20 Central Campus TR 1:50-2:50 North Campus F online

Course Information
Course title: Introduction to Speech Communication
Course number: Speech 1311
Section number: 73205
Credit hours: 3
Class meeting time: MW 11:00-12:20 Room T 206

Course description: Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Course prerequisites: This course requires college-level skills in reading and writing.

Required or Recommended Textbooks
SPEECH 1311 teaches and assesses the following State Core Curriculum Objectives as defined by the Texas Higher Education Coordinating Board.

2014 Core Curriculum Objectives:

Program-Level Objectives 1: Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication

1. **Written**: Process and produce effective written communication adapted to audience, purpose, and time constraints.

2. **Oral**: Produce effective oral communication adapted to audience, purpose, and time constraints.

3. **Visual**: Effectively interpret visual images or produce effective visual images.

4. **Listening**: Comprehend, and analyze oral information.

Program-Level Objectives 2: Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Program-Level Objectives 4: Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Program-Level Objectives 5: Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

State Core Curriculum Objectives Addressed in Speech 1311 SLOs

SPCH 1311 (Speech Communication)

<table>
<thead>
<tr>
<th>Departmental SLO POST TEST</th>
<th>Departmental SLO LISTENINGTEST</th>
<th>Departmental SLO PERSUASIVE ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in SPCH 1311 will take a course post-test over the basic components of the fundamentals of communication studies, communication contexts, public speaking; specifically addressing Ethical values in Persuasion, Intercultural Communication, and Leadership in the Workplace. Students will demonstrate 70% proficiency on the course post-test. 1.3, 2, 5.</td>
<td>All students in SPCH 1311 will differentiate between hearing and listening at 70% proficiency on the departmental quiz 1.3, 1.4, 2.</td>
<td>All students in SPCH 1311 will Analyze a persuasive presentation and identify the attention getting statement, the preview of main points, the organizational pattern, a review of main points, an appropriate call to action with the number of sources used in the speech at 70% proficiency as measured by the course rubric. 1.3, 1.4, 2.</td>
</tr>
</tbody>
</table>

Course Objectives:

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking
Course Learning Outcomes:
Upon successful completion of this course, students will:

1. Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
3. Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
4. Develop, research, organize, and deliver formal public speeches

Recognize how to communicate within diverse environments

As this is a class with an online component, there are required online study materials and activities that are available on eCampus for the entire semester and accessible almost 24/7. Therefore, access to a computer with Internet access and updated software (available free from Adobe.com) are required. If a student does not have a home computer or Internet, such options as the Student Resource Center located in the North Lake Library or at a local public library are available. Students may also search for other locations with such services.

Course Outline:

Everything below is subject to change according to time and other factors at my discretion. I am looking forward to an exciting semester together.

Tests: There will be 3 on-line tests administered during the semester. You will need to finish the test in one sitting. It is open book and you have 2.5 hours to complete it. It is best to read the chapters before you take the test. It can be found in your eCampus under TESTS, then select the specific test. Each test is worth 100 pts. Total Points for three tests = 300.

Effective Communication Project: In a small group, you will develop a group presentation demonstrating knowledge and understanding of constructive communication and conflict reduction. All members of the group are required to participate in the organization, development, and presentation of this project. The group is also required to use props/visual aids to enhance the reality of the presentation. Students will be given class time to prepare for this project. However, preparation outside of class will probably be necessary. One person in the group will act as narrator. The group will prepare a typed script for you presentation, and the script is due at least two class periods prior to the presentation. Each member of the group will be evaluated on over-all contribution to the organization, development, and presentation of the project. 80% of the grade will be determined by my evaluation and 20% by peer evaluation through individual evaluations and a group journal. Journals and evaluations will be due prior to the presentation. There will be no make-up of the Group Project. Presentation = 100 points. Journal/Evaluations = 25 points. Total Points = 125.

Concept Comprehension/Service Orientation: You will be asked to view the film, "Pay It Forward", and develop a plan of action to engage in service to two of the following people; a family member, a business/community member, and a friend. This will be a socially sustainable project. You will be expected to produce a minimum of a one-page plan of action for your people and a 3 page paper that outlines service performed, communication skills and concepts that are applicable to the service and provide a critical analysis of the outcome of that service. Total Points = 200.

On-line Quizzes: You will be asked to take a course pre-test and a course post-test, a listening test, and a Persuasive Speech analysis. Total Points = 25.
IN-CLASS ACTIVITIES: Including getting acquainted, listening story, listening quiz, brainstorming, cultural quiz, gender collaboration, interpersonal surveys, communication skills assessments, group collaborations, and other active learning pieces.

Formal speeches:
1. Self Concept Speech: You will be asked to present to the class a speech of self-disclosure (3-4 min.) using five items that describe who you are or represent aspects of yourself. The objects are to be representative. No pictures of items or people will be accepted. This assignment is designed to help you understand more fully some of the aspects of your self concept. You will be expected to use these 5 visual aids/props (10 pts), prepare and turn in a typed outline (5 pts), a key word outline (5pts), and deliver the presentation extemporaneously (30pts). Total Points = 50.

2. The second presentation is a demonstration speech (4-7 min.). This is a process speech and you will demonstrate to the class how to do something, e.g., bake a cake, fly a kite, roller skate, etc., You will be expected to use visual aids/props (10 pts) prepare and turn in a typed outline (5 pts), a key word outline (5pts), complete a self critique of your performance (5 pts), and deliver the speech extemporaneously (75 pts). Total Points=100. See handout pages16-22. Your topic will need to be approved prior to our speech performance.

3. The final presentation is a persuasive speech (4-6 min.) You will be expected to use at least two technology driven visual aids (5pts), prepare and turn in a typed outline (10 pts), a key word outline (4 pts), a 3-source MLA bibliography (6 pts) and deliver the presentation extemporaneously (75 pts).Total Points=100. Your topic will need to be approved prior to your speech performance.

DON'T GO THERE CLAUSE: Topics that are off limits for this class are gun control, abortion, legalization of drugs, lowering the legal drinking age, the death penalty, and religious conversions (attempts to or sharing of own experience). Sources that are off limits consist of religious texts (Bible, Torah, Koran, etc.) and WIKEPEDIA. You may use NLC’s Online Databases, periodicals, and books. Dictionaries may be used as secondary sources but do not count as one of your required source cites in any presentation.

Means of Assessment of Course Learning Outcomes

Exams, Oral Presentations, Group Work, Written Papers, Class Participation/Attendance, Online surveys, & Communication Activities.

Evaluation Procedures:

All tests and assignments (the recitation assignments, the speech assignments, lab assignments, etc.) are based upon a point system. Please keep track of your grades on this page. You may earn points in the following manner:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test I</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Test II</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Test III</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Self concept/Who Speech I</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Speech II (Demo)</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Speech III (Persuasive)</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Effective Communication Project</td>
<td>125 points</td>
<td></td>
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<tr>
<td>On-line quizzes</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Concept Comprehension/Service Orientation</td>
<td>200 points</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>100 points</td>
<td></td>
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</tbody>
</table>

TOTAL POSSIBLE POINTS 1000 points TOTAL_____
CLASS PARTICIPATION is an important component of this course. Your participation/attendance in this course is essential to the success of the learning experience. I expect you to be present during each class meeting, to arrive when class begins and to stay until class is over. As an incentive to attend regularly, you will receive an attendance grade for the semester. If you miss three or more classes, regardless of the cause(s), I may not accept any work that you submit. On the other hand, your contribution to class discussion along with your timeliness and participation in assignments will be noted and thus considered in the event that your total grade points border narrowly between an A and B, B or C, etc. It is your responsibility to keep up with information discussed in class when absent. (Please make a friend in class and cover for each other.) An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, school-sponsored activity, or approved religious holiday - however, appropriate documentation must be provided within two class periods of your return date to class!

Attendance/Participation points are computed as follows with your starting out with 100 points.

<table>
<thead>
<tr>
<th>Classes</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 absences</td>
<td>100 points</td>
</tr>
<tr>
<td>1 absences</td>
<td>80 points</td>
</tr>
<tr>
<td>2 absences</td>
<td>60 points</td>
</tr>
<tr>
<td>3 absences</td>
<td>40 points</td>
</tr>
<tr>
<td>4 absences</td>
<td>20 points</td>
</tr>
<tr>
<td>5 or more</td>
<td>0 points</td>
</tr>
</tbody>
</table>

(3 Tardies = 1 Absence)

Exams and Assignments

Self disclosure speech, demonstration speech, persuasive speech, and final group presentation. In addition, three written exams, and a communication concepts project that includes a goals section and a reflection/critical analysis section, as well as various non-graded in and out of class communication activities.

Grading Scale

The grade for this course is based on a point count system which is as follows:

- A = 900-1000 and all graded assignments
- B = 800-899
- C = 700-799
- D = 600-699
- F = 599 or less
Discipline/ Course/ Department/Policies

There will be no make-up (late) speeches or tests.
Entry Competencies: College level reading and writing skills
Student Responsibilities: Listen, follow directions, attend class, and be on time

CLASSROOM REQUIREMENTS:

A. It is expected that you will develop an ethical framework to guide communication interactions.
B. There will be no make-up speeches nor tests
C. All tests will be taken in the Testing Center, A 425. A scantron, #2 pencil, and your student I.D. will be needed. Include your name, date, course and section number as well as your instructor's name. Do not take tests during your scheduled class period. If you do, you will be considered absent.
D. You should email ALL assignments to yourself before they are turned in since I will NOT be held responsible for lost or missing papers.
E. I expect you to be On TIME for class and stay until class is over. However, if it is an emergency, come and talk to me.
F. Three tardies equals one absence.
G. You will receive a thorough description of requirements for all formal assignments before they are due. All assignments done outside of class must be TYPED, double-spaced, with appropriate margin, and a font size of 12 points to receive credit (e.g., papers, outlines, etc.). Your Works Cited will be in MLA format in accordance with the latest edition.
H. Any speech in which the minimum number of sources is not used/cited, will receive a grade of no higher than a "C." This includes oral citations when presenting the speech as well as in written form in the bibliography. In addition, any speech read from notes will not receive above a "C" grade.
I. It is important to stay within the time limits for the assigned speeches. Failure to do so indicates that you have not thoroughly prepared and practiced for the assignment and will lower your grade. Speeches more than one minute under/over will receive a grade no higher than a "C."
J. It is your responsibility to engage in behavior that is respectful and supportive during classroom instruction and interaction this also means listening attentively to your fellow classmates when they are delivering their speeches. (See Student Code of Conduct).
K. Do not chew gum or wear caps during your speech.
L. Do not enter the classroom if a student is giving a speech. Wait outside and when the speech is over, you may come into the classroom.
M. Speeches will be videotaped.
N. Laptops and ipads may be used in class ONLY for note taking when your professor is lecturing or reviewing you for tests
O. Cell phones must be turned off or to vibrate during class. No Texting.
P. Students are expected to behave as adults in a college-appropriate manner. These expected behaviors include punctuality, participation in activities, and positive contribution to the work at hand. Behaviors such as habitual or excessive tardiness, sleeping in class, and excessive talking during instruction or verbal attacks will result in loss of daily participation points. Additionally, after one private warning from the instructor regarding disruptive behavior from individual students, the instructor may elect to refer the student to the Dean of Students AND that student will not be allowed to return to the class until a meeting with the Dean of Students has taken place and appropriate decisions have been made.
Q. Incompletes’ require that you have a minimum grade of "C" and have a minimum of 70% of the course assignments completed. Incompletes are an option in cases of extreme emergency only and given at the instructor's discretion.
ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

1) The Vice-President of Academic & Student Affairs may initiate disciplinary proceedings against a student accused of academic dishonesty.

2) Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion.

3) Cheating on a test includes:
   a) Copying from another student’s test paper;
   b) Using, during a test, materials not authorized by the person giving the test;
   c) Collaborating with another student during a test without permission to do so;
   d) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test.
   e) Substituting for another student, or permitting another student to substitute for you to take a test; and
   f) Bribing another person to obtain an unadministered test or information about an unadministered test.

4) “Plagiarism” means the appropriation of another’s work (ideas and/or words) and the unacknowledged incorporation of that work in one’s written work offered for credit. Quotes not identified as quotes constitute a form of plagiarism even if the borrowed ideas are documented.

5) “Collusion” means an unauthorized collaboration with another person in preparing written work offered for credit.

Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.
REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT (A430)
North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.
http://www.northlakecollege.edu/resources/disability.html

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

ADMINISTRATIVE WITHDRAWAL
Students with valid extenuating circumstances may be eligible for an administrative withdrawal by the Dean of the Division in which the course or courses are taught. An administrative withdrawal will not be awarded to students who simply fail to withdraw prior to the last day to receive a “W.” The request for an administrative withdrawal must be made in writing to the Dean of the Division with any supporting documentation attached. This must occur before the last official day of the semester.

DROP POLICY
If you are unable to complete this course, you must officially withdraw by: Thursday, April 16, 2015. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to:
http://www.DCCCD.edu/thirdcourseattempt.

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 in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

FINANCIAL AID STATEMENT
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 are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at: http://www.fafsa.ed.gov

COUNSELING SERVICES (A311)
Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or visit A311.
For additional information, go to: http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx

THE ACADEMIC SKILLS CENTER (ASC)
The ASC is designed to provide the following assistance to students:

- An ESOL lab with computer access.
- Free tutoring for students enrolled in Foreign Language courses.
- The iRead Lab offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- The Writing Center to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.
  1. After logging on to eCampus, click on the Community Tab at the top.
  2. Type “Owl” in the search field and click “Go.”
  3. Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  4. Once enrolled, students can receive services from the OWL.
- The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.
TESTING CENTER (A 425)
Monday-Thursday: 8:30 a.m. – 8:00 p.m.
   No tests will be issued after 7:00 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 8:00 p.m.
Friday-Saturday: 8:30 a.m.-3:30 p.m.
   No tests will be issued after 2:30 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 3:30 p.m.
Sunday – CLOSED

If you instructor requires you to complete an exam in the Testing Center, be sure to have the following information when you request you test:
   1. Instructor’s name
   2. Subject, course number, and section number (exp: Speech 1311.7011)
   3. Exam number (1st, 2nd, 3rd, etc.)
   4. Exam deadline (Get this information from your instructor. The testing staff cannot look up this information on computers).

You should also bring the following supplies:
   1. Pencil
   2. Scantron answer sheet
   3. A Test Request Form must be completed before entering the Testing Center.
   5. Government or school issued photo identification is required & enforced.

You may not bring personal items into the Testing Center. This includes bags, cell phones, and pagers.

Please show courteous and cooperative behavior while using the services provided by the Testing Center.

DO NOT bring children to the Testing Center. You must make arrangements for the care of your children prior to your exam date. The police department will be notified of any unattended children.

DO NOT take any testing materials with you when you leave the Testing Center. This includes the test, answers, charts, scratch paper. These items will be attached to your test.

Questions? Please visit the Testing Center (A 425) or call 972-273-3160.

Service Learning

What is Service Learning? Service Learning (SL) is a program in which you will learn and develop through thoughtfully organized service experiences by participating in meeting real community needs. The program combines academic instruction along with active community service that utilizes both critical and reflective thinking skills that assist you in examining your civic responsibilities in the world in which you live.

See your eCampus classroom for enrollment instructions.

For questions or concerns, contact the Service Learning Coordinator, Katherine Villarreal, at nlsl@dcccd.edu.
**SPEECH 1311 Learning Activities, Objectives, and Assessment**

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Learning Objectives</th>
<th>Assessment</th>
<th>State Core Curriculum Objectives Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a brief description of the learning activity.</td>
<td>Briefly list the specific learning outcomes/objectives for the activity.</td>
<td>How will the activity be assessed?</td>
<td></td>
</tr>
<tr>
<td><strong>1. Speech 1–Self Concept:</strong> Students will be asked to present to the class a speech of self-disclosure, to describe who you are or represent aspects of yourself using visual aids. This assignment is designed to help you understand more fully some of the aspects of your self-concept. The student will need a keyword outline, a typed full sentence outline, and visual aids for this speech.</td>
<td>This 3-4 minute speech requires the student to search within himself/herself to discover who he/she is since people who self-disclose are better communicators and understanding the world begins with understanding yourself.</td>
<td>Written and oral critiques. Complete assessment and assignment included on eCampus under Course documents.</td>
<td>1.1, 1.2, 1.3, 1.4, 2, 5.</td>
</tr>
<tr>
<td><strong>2. Speech 2–Demonstration:</strong> This is a process speech for the students to demonstrate how to do something where the student assumes the role of a teacher. Minimal notes. Student must have a visual aid as well as a keyword outline and a typed full sentence outline for this speech. This speech will be videotaped.</td>
<td>This 4-7 minute speech requires the student to teach the class how to do something using as much audience involvement as possible. Topic must be pre-approved by professor. Student should demonstrate effective delivery and organizational skills.</td>
<td>Written and oral critiques as well as typewritten complete sentence outline, keyword outline, and visual aids. Complete assessment and assignment included on eCampus under Course documents.</td>
<td>1.1, 1.2, 1.3, 1.4, 2, 5.</td>
</tr>
<tr>
<td><strong>3. Speech 2–Persuasive Speech:</strong> This is a speech designed to introduce the student to public oral argument and to the critical issues relating to advocating a position on a subject. Minimal notes. 2 technology driven/Power Point visual aids, a keyword outline, and a typed full sentence outline for this speech using MLA format. This speech will be peer critiqued and videotaped.</td>
<td>This is a 4-6 minute speech which requires at least 3 sources to support the student’s propositions that he/she has researched from books or NLC online databases and states within the speech using verbal citations. Topic must be pre-approved by professor.</td>
<td>Written and oral critiques over speech as well as 2 technology driven visual aids, a keyword outline, and a typed full sentence outline using MLA format. Complete assessment and assignment included on eCampus under Course documents.</td>
<td>1.1, 1.2, 1.3, 1.4, 2, 5.</td>
</tr>
</tbody>
</table>
### 4. The Effective Communication Group Project

In a small group, the student will develop a group presentation demonstrating knowledge and understanding of constructive communication and conflict reduction. All members of the group are required to participate in the organization, development, and presentation of this project in a group or classroom setting.

- **The group project is**
  - designed to teach the students how to effectively use communication skills to solve problems, reduce conflict, and create a win-win situation. In an interpersonal interaction, the success or failure of the relationship is often dependent upon the skill level of the participant.

- **Each member of the group will be**
  - evaluated on over-all contribution to the organization, development, and presentation of the project. 80% of the grade will be determined by Instructor evaluation and 20% by peer evaluation through individual evaluations and a group journal.

- **Complete assessment and assignment included on eCampus under Course documents.**

### 5. Three tests covering the contents of the textbook.

- **Demonstrates understanding of communication theory and significance of communication skills in our lives**

- **By number of questions answered correctly.**

### 6. Concept Comprehension/Service Orientation Project

- **Social and community engagement, based on the concept of Pay It Forward, affords you the opportunity to be of service and influence others through the application of communication concepts and principles.**

- **The student's understanding of the communication concepts will be demonstrated through analysis of interactions according to the specific criteria. This will include a one page plan of action and a three page critical analysis/reflection paper over the experience as well as daily journals. There will be written critiques on the students paper. Complete assessment and assignment included on eCampus under Course documents.**

### 7. In-class and on-line activities

- **These activities emphasize interviewing, listening, self-disclosure, non-verbal communication, persuasive techniques, perception, the functions of small groups, interpersonal concepts and skills usage,**

- **Participation in activities and discussion after their completion using the Socratic method and other active learning methods.**
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19-1/23</td>
<td>Get Acquainted, Review Syllabus &amp; Communication assignments. Chapter I Intro to Communication, Begin Chapter 2 Perception, Self Concept. Assign Self Concept Speeches, Due week 4. 1/19 Martin Luther King Jr. holiday.</td>
</tr>
<tr>
<td>2</td>
<td>1/26-1/30</td>
<td>Watch &quot;Pay it Forward&quot; and begin discussing Concept Comprehension/Service Orientation Project Goals due next Wed. week 3.</td>
</tr>
<tr>
<td>3</td>
<td>2/2-2/6</td>
<td>Concept Comprehension/Service Orientation Project Goals due Wednesday. Finish Chapter 2 activities, Chapter 3 Language and Meaning, and begin Chapter 5 Listening and Critical Thinking. 2/2 12th class day.</td>
</tr>
<tr>
<td>4</td>
<td>2/9-2/13</td>
<td>Self-Concept Speeches Due. Work on Chapter 5 Listening, Critical Thinking.</td>
</tr>
<tr>
<td>5</td>
<td>2/16-2/20</td>
<td>Finish Chapter 5 Listening and Critical Thinking, Chapter 4 Nonverbal Communication. Take online Listening Survey by this Friday. TEST I Chapters 1, 2, 3, 4, and 5, to be completed online next Wednesday by midnight. Faculty Development no classes Thursday or Friday.</td>
</tr>
<tr>
<td>6</td>
<td>2/23-2/27</td>
<td>Chapter 6 Interpersonal Communication. Chapter 7 Intercultural Communications. Begin Chapter 9 Small Groups. TEST I Chapters 1, 2, 3, 4, and 5, to be completed online this Wednesday by midnight. 3 hours for “Pay it Forward” journals due next Monday.</td>
</tr>
<tr>
<td>7</td>
<td>2/26-3/3</td>
<td>Finish Chapter 9. Assign Effective Communication Project, break into and work on small groups. 3 hours for “Pay it Forward” journals due Monday.</td>
</tr>
<tr>
<td>8</td>
<td>3/9-3/13</td>
<td>SPRING BREAK NO CLASSES = )</td>
</tr>
<tr>
<td>9</td>
<td>3/16-3/20</td>
<td>Chapter 10 Topic selection, 11 Credibility and Evidence, Chapter 12 Organization, Chapter 14 Informative Presentations. Discuss speech packets and begin work on speech. Work in groups if time. Demo Topics due next Monday. 7 Total hours for “Pay it Forward” journals due next Wednesday.</td>
</tr>
<tr>
<td>10</td>
<td>3/23-3/27</td>
<td>Chapter 13 Delivery, and Chapter 15 Persuasive Presentations, Work on speeches. Work in groups if time. Demonstration Topics due Monday. 7 Total hours for “Pay it Forward” journals due Wed. Online persuasive analysis due Friday by midnight.</td>
</tr>
<tr>
<td>11</td>
<td>3/30-4/3</td>
<td>Demonstration Speeches Due. TEST II Chapters 10, 11, 12, 13, 14, &amp;15. To be completed online by midnight next Tuesday. 4/3 Holiday No Classes.</td>
</tr>
<tr>
<td>12</td>
<td>4/6-4/10</td>
<td>Finish Demonstration Speeches if needed. Chapter 8 Workplace Communication and Interviewing, discuss Mediated Communication. Work on Persuasive speeches. Test II due online by midnight Tuesday. Concept Comprehension/Service Project Due Wednesday.</td>
</tr>
<tr>
<td>13</td>
<td>4/13-4/17</td>
<td>Work on Small Groups and Persuasive Speeches. Persuasive topics due Monday. April 16th Last Drop Date. Online post-tests due this Friday by midnight.</td>
</tr>
<tr>
<td>14</td>
<td>4/20-4/24</td>
<td>Persuasive Speeches Due this week. Test III over Chapters 6, 7, 8, 9, and Mediated Communication due by midnight next Friday.</td>
</tr>
<tr>
<td>15</td>
<td>4/27-5/1</td>
<td>Finish Persuasive Speeches if needed. Work on Small Groups. Scripts due for group project next Monday. Test III over Chapters 6, 7, 8, 9, and Mediated Communication due by midnight Friday.</td>
</tr>
<tr>
<td>16</td>
<td>5/4-5/8</td>
<td>Work on Small Groups. Scripts due for group project this Monday</td>
</tr>
<tr>
<td>17</td>
<td>5/11-5/14</td>
<td>Effective Communication Projects Due! (Groups). ALL DONE! Have a GREAT break!</td>
</tr>
</tbody>
</table>
I have read, understand, and agree to comply with the procedures and policies for this course, as outlined in the syllabus. Please give reliable information especially phone numbers.

Print name: ______________________________________________________

Signature: ______________________________________________________

Contact info: ph. #s _____________________________________________

E-mail: _________________________________________________________

What should I know i.e. are you a parent, learning differences, etc.

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