COURSE SYLLABUS

Speech 1311 – Introduction to Speech Communication
Spring, 2015

ARTS, BUSINESS, SPORTS SCIENCE, AND TECHNOLOGY
DIVISION
BUSINESS AND TECHNOLOGY LABORATORIES
Office Hours: 8:00 a.m. - 6:00 p.m. Mon-Thu,
8:00 a.m. - 4:30 p.m. Fri
Location: T135, Telephone: 972-273-3450

This course syllabus is intended as a set of guidelines for 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: William Chastain
Email Address: wchastain@dcccd.edu
Office Phone Number: 972-475-1529
Office Location: T-135
Office Hours: By appointment only, 1:50 p.m.-2:20 p.m. MW

Course Information
Course title: Introduction to Speech Communication
Course number: Speech 1311
Section number: 73206
Credit hours: 3
Class meeting time: 11:00 a.m.-12:20 p.m. MW
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 and Materials


2014 Core Curriculum Objectives:

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

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 (Speech 1311 Speech Communication)

<table>
<thead>
<tr>
<th>Departmental SLO POST TEST</th>
<th>Departmental SLO LISTENING TEST</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

Course Outline:

TESTS:

There will be 3 written tests administered during the semester. The tests are to be taken in class with a pen or pencil. You will need to include your name, course, and section number. Each test is worth 100 pts. Total Points =300.

PROJECTS:

Effective Communication Project:

In a small group, you and four or five others, one of whom will be the team leader, will develop a group presentation demonstrating knowledge and understanding of self-concept (growth in self-awareness, self-esteem, etc.), self presentation, or self-development in human communication or how to use communication skills to solve problems, reduce conflict, and create a win-win situation. Everyone in your group will research some aspect of the topic, and then your group will present a panel symposium on the topic. Each member will have a five-minute prepared presentation on his or her aspect of the topic. Each member will be expected to use visual aids/props, prepare and turn in a typed outline, and deliver the presentation extemporaneously. Your topic will need to be approved prior to your presentation. Total Points=150.

Interpersonal Video Project:

You will be asked to view the film When Harry Met Sally and select a scene from 4-10 minutes long that best illustrates an interpersonal skill as described in that part of the textbook. You will write an 8-10 page paper that includes an introduction (summary) of the scene; a description of the interpersonal skill(s), nonverbal behaviors, listening skills, etc.; and a conclusion with what you learned about your own communication style. Total Points=100.
IN-CLASS ACTIVITIES:

Includes getting acquainted, listening story, listening quiz, brainstorming, interpersonal surveys, communication skills assessments, group collaborations, and other active learning pieces.

FORMAL SPEECHES:

1. The first presentation is a self-disclosure (“Who Am I Really?”) speech (3-5 min.) You will be expected turn in a typed outline and deliver the speech extemporaneously. Total Points=100.

2. The second presentation is a demonstration speech (4-6 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, prepare and turn in a typed outline, and deliver the speech extemporaneously. Total Points=150. Your topic will need to be approved prior to your 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, prepare and turn in a typed outline, three-source MLA bibliography, and deliver the presentation extemporaneously. Total Points=150. 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 WIKIPEDIA. 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 sources cited in any presentation.

All of the above is subject to change according to time and other factors at my discretion. I am looking forward to an exciting semester together.

Means of Assessment of Course Learning Outcomes

Exams, oral presentations, group work, written papers, class participation/attendance, and communication activities.

Evaluation Procedures:

All tests and assignments (the recitation assignments, speech assignments, essay 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>
</tbody>
</table>
Class attendance/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 five 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! A verbal explanation is appreciated but will not suffice as sufficient documentation for consideration.

Attendance/participation points are computed as follows with you starting out with 150 points.

<table>
<thead>
<tr>
<th>Absences</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>150</td>
</tr>
<tr>
<td>1</td>
<td>120</td>
</tr>
<tr>
<td>2</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>5 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

(2 tardies = 1 absence)

Exams and Assignments

Exams and major assignments include three written tests, self disclosure speech, demonstration speech, persuasive speech, final group presentation, and a paper over interpersonal relationships that includes an analysis of interpersonal interactions, skills, and communication styles. Also, various non-graded in and out of class communication activities are included.

Grading Scale

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

Test III: 100 points
Self-Disclosure Speech: 100 points
Demonstration Speech: 150 points
Persuasive Speech: 150 points
Effective Communication Group Project: 150 points
Interpersonal Video Project: 100 points
Attendance: 150 points
TOTAL POSSIBLE POINTS: 1100 points
A= 990-1100 and all graded assignments
B= 880-989
C= 770-879
D= 660-769
F= 659 or less

**Discipline/ Course/ Department/Policies**

Late assignments: There will be no make-up (late) speeches or tests.
Entry competencies: College level reading and writing skills
Student responsibilities: Attend class, be on time, listen, and follow directions

**CLASSROOM REQUIREMENTS:**

1. It is expected that you will develop an ethical framework to guide communication interactions.
2. There will be no make-up speeches or tests.
3. All tests will be taken in class with a pencil or pen. Include your name, course, and section number on your test.
4. You should **photocopy all assignments** before they are turned in since I will **NOT** be held responsible for lost or missing papers.
5. I expect you to be **on time** for class and stay until class is over. If you leave the classroom during this class, you will be counted absent. However, if it is an emergency, come and talk to me.
6. Two tardies equals one absence.
7. You will receive a thorough description of the 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.).
8. Any speech read from notes will not receive above a “C” grade.
9. 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 two minutes over or one minute under will have one point taken off per minute.
10. 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.)
11. Do not chew gum or wear caps during your speech.
12. Do not enter the classroom if a student is giving a speech. Wait outside. When the speech is over, enter the classroom.
13. Laptops may be used in class **only** for note taking when your professor is lecturing, reviewing a test, conducting a communication activity.
14. Cell phones must be turned off or to vibrate during class.
15. 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 attendance/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.

16. 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.

INSTITUTIONAL POLICIES

DCCCD EMERGENCY OPERATING PROCEDURES
http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

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 unadministered 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.
  - After logging on to eCampus, click on the Community Tab at the top.
  - Type “Owl” in the search field and click “Go.”
  - Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  - 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 A332 or call 972-273-3089.

**TESTING CENTER (A425)**
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 your instructor requires you to complete an exam in the Testing Center, be sure to have the following information when you request your test:
1. Instructor’s name
2. Subject, course number, and section number (ex: Speech 1311.7011)
3. Exam number (1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd}, 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 and 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 (A425) or call 972-273-3160.
<table>
<thead>
<tr>
<th>Week</th>
<th>Days</th>
<th>Assignments, Tests, Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19 – 1/21</td>
<td>Martin Luther King Holiday (1/19), get acquainted, discuss syllabus, view the film “Communication Skills” (C).</td>
</tr>
<tr>
<td>2</td>
<td>1/26 – 1/28</td>
<td>Discuss “Who Am I Really” speech, complete “Perfect Drawings”, view the film “Interpreting Nonverbal Communication” (C), begin reading Chapters 1-5 in the textbook.</td>
</tr>
<tr>
<td>3</td>
<td>2/2 – 2/4</td>
<td>Complete “Listening: The Forgotten Skill”, view the film “Power of Listening” (C), take Test 1 (Chapters 1-5) in class.</td>
</tr>
<tr>
<td>7</td>
<td>3/2 – 3/4</td>
<td>Discuss interpersonal video project, view the film “Interpersonal Communication” (N), begin reading Chapters 6-7 in the text.</td>
</tr>
<tr>
<td>*</td>
<td>3/9 – 3/13</td>
<td>Spring Break Holidays</td>
</tr>
<tr>
<td>8</td>
<td>3/16 – 3/18</td>
<td>Discuss interpersonal motives, confirming/nonconfirming messages.</td>
</tr>
<tr>
<td>10</td>
<td>3/30 – 4/1</td>
<td>Take Test 2 (Chapters 6-7, 10-15) in class, discuss effective group communication project.</td>
</tr>
<tr>
<td>11</td>
<td>4/6 – 4/8</td>
<td>Discuss types and functions of groups, members and leaders in groups, problem solving, complete survivor activity, begin reading Chapters 8-9 in the text.</td>
</tr>
<tr>
<td>12</td>
<td>4/13 – 4/15</td>
<td>Work on and rehearse group projects, April 16 – last day to withdraw with a “W”.</td>
</tr>
<tr>
<td>13</td>
<td>4/20 – 4/22</td>
<td>Present group projects.</td>
</tr>
<tr>
<td>14</td>
<td>4/27 – 4/29</td>
<td>Discuss persuasive speech, view the film “Who Moved My Cheese” (N).</td>
</tr>
<tr>
<td>Date</td>
<td>Dates</td>
<td>Event</td>
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<tr>
<td>15</td>
<td>5/4 – 5/6</td>
<td>Present persuasive speeches.</td>
</tr>
<tr>
<td>16</td>
<td>5/11 – 5/14</td>
<td><strong>Final Exam Week</strong> – see Final Exam Schedule in NLC Credit Class Schedule Spring 2015 for day and time class will meet to take Test 3.</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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