This course syllabus is intended as a set of guidelines for (Course). Both North Lake College and your instructor 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: Joby Leahy
Email: jleahy@dcccd.edu (Preferred Contact)
Office Phone: 972-273-3450 Central
Office Location: T205 *Subject to change.

Office Hours: By Appointment and on

Monday and Wednesday
7:30 AM-8:00 AM
12:30 PM-2:00 PM
3:30 PM-4:30 PM

Tuesday and Thursday
8:00 AM-9:30 AM
2:00 PM-3:30 PM

Friday* (during fast track)
5:00 PM- 6:00 PM

Saturday*
8:00 AM- 9:00 AM
1:00PM- 2:00PM

Course Information

Course title: Introduction to Human Communication
Course number: SPCH 1311  Section number: 73213  Credit hours: 3
Course description: Available in the Course Catalog  Course prerequisites: None

Required or Recommended Textbooks and Materials
Advise Purchase of Connect Plus Access if you want an eBook  
http://connect.customer.mcgraw-hill.com/students-how-to-order/  
Textbook can also be rented from Follet bookstore with Required 
Connect Access (can begin with Free Trial and then must purchase Code)

with Required Connect Access (can begin with Free Trial and then must purchase Code)

Speech Webpage:  
http://www.northlakecollege.edu/academics/vparts/speech/nlcspeech.html

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 1315 SLOs
SPCH 1311 (Speech Communication)

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<th>Departmental SLO</th>
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<tr>
<td>PERSUASIVE ANALYSIS</td>
<td>LISTENING TEST</td>
<td>POST TEST</td>
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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.

All students in SPCH 1311 will differentiate between hearing and listening at 70% proficiency on the departmental quiz. 1.3, 1.4, 2.

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.

Course Objectives  Students should be knowledgeable on a variety of subject areas (including the other college courses they are taking currently or have taken; as well as current events); students should be able to demonstrate competent communication skills, and should share an attitude that values efforts to create a sustainable community/world. Students are expected to interact with one another and their professor to share their perspectives over the course content.

1. Applying knowledge of human communication theory and practice.
   The student should be able to: (This objective satisfies CCIC 1-5 and EEO 1-6)
   A. Define communication and identify the elements involved in any communication process;
   B. Define the various domains of human communication: Intrapersonal, Interpersonal, Small Group, Public Speaking and Mass Communication;
   C. Identify barriers to communication and ways to improve one’s own skills;
   D. Discuss the impact that multicultural difference has on communication.

2. Exhibiting awareness of yourself and others.
   The student should be able to: (This objective satisfies CCIC 1-6 and EEO 1-6)
   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/sympathy; thinking/feeling; listening/hearing;
   G. Define and Demonstrate an understanding of the different roles each of us as humans play;
   H. Define and Demonstrate a process of conflict management;
   I. Describe and Assess how culture affects/impacts relationships.
3. Employing active listening and responding skills.  

   The student should be able to: (This objective satisfies CCIC 1-5 and EEO 1-6)  

   A. Demonstrate and employ appropriate active listening skills (informative, critical, empathic)  
      in family, community, workplace, etc;  
   B. Demonstrate ability in the use of appropriate feedback;  
   C. Demonstrate an understanding of effective interviewing skills.  

4. Explaining, illustrating, and interpreting basic principles of verbal and nonverbal communication. (This objective satisfies CCIC 1-5 and EEO 1-6)  The student should 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. Distinguish between productive and non-productive behaviors in a small group;  
   D. Identify leadership styles and application to real-world situations;  
   E. Demonstrate and discuss understanding of conflict management.  

5. Organizing and presenting effective formal oral presentations.  

   The student should be able to: (This objective satisfies CCIC 1-6 and EEO 1-6)  

   A. Discuss, identify, and demonstrate the characteristics of an effective speaker;  
   B. Develop strategies for building speech confidence;  
   C. Demonstrate an ability to gather support material for speeches, including research and  
      data bases;  
   D. Demonstrate effective nonverbal skills for public speaking;  
   E. Identify and apply informative and persuasive speaking strategies;  
   F. Deliver formal public speeches;  
   G. Successfully utilize various types of visual aids.  

Specific Course Learning Outcomes (EEOs)  

Prescribe what students must demonstrate to successfully complete an assignment/course. Student Objectives: By completing each class assignment students are expected to meet the following Oral Competencies which have been established by the Communication Department as essential objectives.  

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  
5. Recognize how to communicate within diverse environments  

Course Outline:  

Tests: There will be 2 written tests administered during the semester. You will need a scantron, #2 pencil, This activity’s requirements meet the CCIC’s 1, 4, & 5, and EEO’s 1, 2, 4, & 5.
**Quizzes:** There will be 3 written quizzes administered during the semester. This activity’s requirements meet the CCIC’s 1, 4, & 5, and EEO’s 1, 2, 4, & 5.

**Your Story Speech:** This is a self-disclosure speech where you will be asked to share a story that will give us insight into who you are. Through this story we will learn things such as what interests you, and what you value. However, you are to avoid simply telling us things about yourself (“I like the Mavs…pizza, and cotton candy.”) This assignment meets CCIC’s 3, 4, & 5, as well as EEO’s 1, 2, 3, 5, & 6.
**Your Story Self-Critique:** After reviewing your speech you will write a 2 page double spaced paper where you will analyze yourself as a public speaker and set goals for yourself to improve upon. This paper should also cover “why” you need to improve upon these skills for your particular life goals. Then, after your final speech, you will write one more two page double spaced paper where you will analyze your results and review your further goals. CCIC’s 1, 2, 3, 4, 5, & 6 as well as EEO’s 1, 2, 3, 4, 5, 6.

**Demonstration Speech** -- You will research and inform the audience on a process based demonstration. You will present a 4 to 6 minute speech using at least three oral footnotes throughout the speech to indicate scholarly research. There will be a question and answer period at the end of the presentation. You need at three reference sources with works cited page using MLA Handbook. Minimal Notes Only. You MUST turn in to me a typewritten outline and works cited page at the time of delivery. This activity’s requirements meet the CCIC’s 1,2,3,4, 75, as well as EEO’s 1,2,4,&6

**Speaking Games:** Speaking games are activates that are aimed at helping reduce and/or cope with the anxiety of speaking in front of an audience. Additionally, you will have a specific area of public speaking to focus on improving. Different activities may be assigned to different students depending on their strengths and areas of improvement. No research is necessary, but adequate preparation is required. This assignment meets CCIC’s 1, 3, 4, & 5, as well as EEO’s 1, 2, 3, & 6.

**Famous Speaker Paper:** You will be assigned a video of a professional public speaker. You are to critique the speech from a public speaking perspective. Avoid discussing your thoughts about the content of the speech, tell me why the speaker was effective or ineffective in your opinion. This is a written essay. CCIC’s 1, 2, 3, 4, 5, & 6 as well as EEO’s 1, 2, 3, 4, 5, 6.

**Persuasive Speech:** You will deliver a 4-6 minute speech following Monroe’s Motivated Sequence with the end goal of getting the audience to take a specific action as a result of your speech. This activity’s requirements meet the CCIC’s 1,2,3,4, 75, as well as EEO’s 1,2,4,&6

**Wedding Toast:** This short, informal speech will provide some direct application in a situation most people will be in at one point in their life. This assignment meets CCIC’s 3, 4, & 5, as well as EEO’s 1, 2, 3, 5, & 6.

**Favorite Thing Chapter Speech:** This 90 second speech will be given before we cover a chapter in class. You are responsible for reading the chapter and sharing your “favorite thing” that you learned in your reading. The ideal speech will be engaging and memorable to your fellow classmates. This assignment meets CCIC’s 3, 4, & 5, as well as EEO’s 1, 2, 3, 5, & 6.

**Teamwork Project:** You will be assigned to a group, then working as team you will decide on a nonprofit organization to conduct some simple research for. You will need to contact your non-profit and see what useful information you could prepare for them. Finally, you will present your findings to the class. You must have visual aid. Minimal
notes only. This activity’s requirements meet the CCIC’s 1,2,3,4, 75, as well as EEO’s 1,2,4,&6

**IN-CLASS ACTIVITIES:** These activity’s requirements meet the CCIC’s 1, 2, 3, 4, & 5, as well as EEO’s 1, 2, 3,4, & 5.

All of the above is subject to change according to time and other factors at my discretion.

**Means of Assessment of Course Learning Outcomes**
Exams, Oral Presentations, Group Work, Written Papers, Class Participation/Attendance, & 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. Please see addendums for an itemized breakdown of graded assignments.

**CLASS PARTICIPATION:** Communication courses are unique in their need for attendance and participation. Consider the difficulty of learning to communicate effectively if you are not engaged in communication. Additionally, educators across disciplines have found that combining multiple learning approaches is the most effective way to learn. In other words, reading, writing, speaking, and discussion, used in conjunction, will enhance your learning. As such, you will be expected to attend classes and actively engage in class discussion. You will be evaluated on quality rather than quantity. Keep in mind speaking often does not necessarily mean that you have offered well thought out and informed contributions.

You are allowed 1 absence per semester with no deduction from your participation grade. However, you are still required to turn in your assignments on time. Absence from class is not an excuse from missing an assignment.

On formal speech days, if your name is called to give your speech and you are not ready, or not in attendance, you will receive 30 percent off your Speech Grade. Your speech must be completed at the next class period or your grade automatically becomes a zero.

If you believe you have a compelling reason for turning in assignments late, you will be required to write a formal email (that is less than one page in length) explaining why I should accept your work past its due date. What I would be looking for is why you missed the assignment, and why you were unable to notify me in advance of this reason.

If you know you will be absent on the day of a formal speech, the student must give the instructor written notice before the day of the speech. If notified of an absence on the same day of the speech, you will still be able to give your speech, but a letter grade will be deducted.

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

<table>
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<tr>
<th>Absences</th>
<th>Points</th>
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<tr>
<td>0</td>
<td>100</td>
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<tr>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
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</table>
4 or more 0 points
(3 Tardies = 1 Absence)

In addition to mere attendance, your participation during class also counts towards your participation grade. Talking, texting, or any other disruptions will be severely affect your grade.

**Exams and Assignments**

Your speeches will consist of the “Your exposition” speech, speaking games, informative speech, persuasive speech, and group theory project. In addition, two written exams, three written quizzes, a critical analysis paper and panel, 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 are no make-up assignments if you did not email me 24 hours before your absence.
- **C.** You should keep a digital copy of ALL assignments before they are turned in since I will **NOT** be held responsible for lost or missing papers.
- **D.** 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.
- **E.** Three tardies equals one absence.
- **F.** 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.
- **G.** 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 manuscript. In addition, any speech read from notes will not receive above a “C” grade.
- **H.** Anything you do during a classmates speech that is not simply listening, you will receive a letter grade reduction in YOUR speech grade. This can include, walking into class late, during a student’s speech, talking to your neighbor, texting on your phone, or studying/working in your own notecards for your upcoming speech.
- **I.** Do not chew gum during your speech.
- **J.** 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.
- **K.** Laptops may be used in class ONLY for note taking when your professor is lecturing or reviewing you for tests.
- **L.** Cell phones must be turned off or to vibrate during class.
M. 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.

N. 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.

O. When a paper is more than one page in length it must be stapled. In addition the staple should be in the proper location of the upper left hand corner; any staple that is more than an inch away from the top left hand corner will be deducted 5 points.

**Discipline/ Course/ Department/Policies**

**Late Papers Late Speech Assignments:** NOT Accepted without Medical documentation of student’s hospitalization or verifiable death in the immediate family

**Student Responsibilities:** Arrive to class on-time and prepared for class session. **Students are responsible for keeping a running total of their grades. You should know your standing in this course at any time during the semester. Grades will be reported back to you as soon as they are recorded. Students are required to keep a folder with all returned material until the end of the semester (it will be turned in as an activity grade).**

**Classroom Etiquette:** MAXIMS (General principles for student success in this course)

A. The following maxims will not change throughout the course of the semester. Student Code of Conduct should be followed (see https://www.northlakecollege.edu). Violation of these principles can result in a student’s loss of extra credit opportunities [Discretion of individual instances will be determined by the course instructor] or by the college administration.

B. Students WILL NOT be allowed to "make-up" missed Speech assignments; due to the time constraints of the class schedule. The ONLY exception to missing your assigned date is in the event of a documented emergency. Your instructor must be contacted within a 24 hour period from the missed speaking event before valid documentation will be considered for a make-up.

C. Video/Audio recordings can only be made with Instructor written approval; Can Not be Publically Posted by Student

D. Acknowledge/respect the human dignity rights of your classmates even if you disagree with their viewpoints.

**ARTS, BUSINESS, SPORTS SCIENCE, AND TECHNOLOGY DIVISION**

Office Hours: 8:00 a.m. – 6:00 p.m. Mon-Thu,
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 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](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 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.

**IMPORTANT DATES**

Tuesday, November 4, 2014  
Schedule becomes “viewable” on web

Tuesday, November 18, 2014  
Priority Registration Begins

Monday, November 24, 2014  
Regular Registration Begins

Wednesday, January 14, 2015  
Registration Ends

Tuesday, January 20, 2015  
Semester Begins

Monday, February 2, 2015  
Certification / Lock Date

Thursday, February 19, 2015  
District-wide Staff Development, NO CLASSES

Friday, February 20, 2015  
District-wide Day-of-Service, NO CLASSES BEFORE 5:00pm

Monday, March 9, 2015  
Spring Break Begins, NO CLASSES

Monday, March 16, 2015  
Classes Resume

Friday, April 3, 2015  
Spring Holiday, NO CLASSES

Thursday, April 16, 2015  
Last Day to Withdraw with “W”

Monday, May 11, 2015  
Finals Week begins

Thursday, May 14, 2015  
Spring Semester Ends

**General Education Outcomes**

The DCCCD has adopted the following General Educational (Gen Ed) Outcomes as a means of measuring teaching/learning success for all core curriculum classes. Following are the six categories, and the two or three outcomes under each of those categories.

**Gen Ed Outcome 1: Communication Skills**

1.1 Writing: Process and produce effective written communication adapted to audience, purpose, and time constraints.
1.2 Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.

1.3 Listening: Comprehend, and analyze oral information.

Gen Ed Outcome 2: Critical Thinking Skills

2.1 Accurately summarize and evaluate information for elements such as facts, opinions, inferences, presumptions, bias, viewpoints, and arguments presented orally or in writing.

2.2 Solve problems by constructing, testing, and defending well-reasoned conclusions by applying relevant criteria.

Gen Ed Outcome 3: Information Literacy and Technological Competency

3.1 Effectively access, evaluate, synthesize and communicate information using a variety of sources, including print and electronic.

3.2 Select and use appropriate technology.

Gen Ed Outcome 4: Ethical and Civic Values

4.1 Display integrity, honesty, and fairness.

4.2 Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.

Gen Ed Outcome 5: Cultural Diversity and Global Awareness.

5.1 Demonstrate understanding of cultural diversity and such influences as history, politics, humanities, technology and science on global societies.

5.2 Recognize assumptions and biases that shape our perceptions.

Gen Ed Outcome 6: Workforce and Interpersonal Skills

6.1 Collaborate effectively and reliably as part of a team.

6.2 Apply efficient time and task management.

Course-Level Student Learning Outcomes  SPCH 1311 (Speech Communication)

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<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 pre-test/post test over the basic components of the fundamentals of communication studies, communication contexts, public speaking; specifically addressing Ethical values in</td>
<td>All students in SPCH 1311 will differentiate between hearing and listening at 70% proficiency on the departmental quiz CCICs 1, 4, &amp; 5 and EEOs 2, 3 Gen Ed SLO 1.3, 2.1, 2.2</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</td>
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**LEARNING ACTIVITIES, OUTCOMES, AND ASSESSMENT** (Form A)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>EEO's &amp; CCIC's</th>
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<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>Which EEO's and CCIC's are addressed by the learning activity?</td>
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<tr>
<td><strong>1. Speech 1-Your Exposition:</strong> You will be asked to share a story that will give us insight into who you are. Additionally, you will analyze your strengths and weaknesses as a Speaker. This Speech will be videotaped.</td>
<td>This speech requires the student to describe their self-concept in a concise and engaging way.</td>
<td>Written and oral critiques.</td>
<td>This assignment meets CCIC’s 3, 4, &amp; 5, as well as EEO’s 1, 2, 3, 5, &amp; 6.</td>
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<tr>
<td><strong>2. Speech 2- Group Project:</strong> We will create groups and select from one of the non-profit organizations that we were informed about during the “pitches”. Then working as team you will contact your non-profit and see what useful information you could prepare for them. Finally, you will present your findings to the class.</td>
<td>This is a speech which requires the student to understand public speaking goals, purposes, concepts, and skills related to public speaking. The student should be able to demonstrate knowledge of a proper introduction and conclusion.</td>
<td>Written and oral critiques as well as typewritten complete sentence outline in MLA format.</td>
<td>CCIC’s 1, 2, 3, 4, 75, as well as EEO’s 1, 2, 4, &amp; 6.</td>
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<tr>
<td><strong>3. Speech 3-Persuasive Speech:</strong> This is a speech designed to introduce the student to public oral argument and to the critical issues relating to</td>
<td>The student will advocate their solution to the problem addressed in the informative speech. They will research and support their opinion with</td>
<td>Written and oral critiques over speech as well as a technology driven visual aid, a full sentence outline, and a typed full sentence</td>
<td>CCIC’s 1, 2, 3, 4, &amp; 5 as well as EEO’s 1, 2, 3, 5, &amp; 6.</td>
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</table>

**Persuasion, Intercultural Communication, and Leadership in the Workplace.** Students will demonstrate 70% proficiency on the course post test.

CCICs 1, 4, 5, 6 and EEOs 2, 5
Gen Ed SLO 1.1, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2

70% proficiency as measured by the course rubric.
CCICs 1, 4, 5, 6 and EEOs 2, 5
Gen Ed SLO 1.3, 2.1, 2.2
advocating a position on a subject. Minimal notes. 2 technology driven visual aids, a keyword outline, and a typed full sentence outline for this speech using MLA format. This speech will be peer critiqued. This Speech will be videotaped.

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<tr>
<th>4. Speech 4 –Demonstration Speech</th>
<th>This speech will have a minimum of 3 sources for their information which they have researched from books or NLC Online databases, and will state during their speeches using verbal citations.</th>
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<tbody>
<tr>
<td>This is a written analysis to use critical thinking skills in analyzing the effectiveness of a public speaker.</td>
<td>Written and oral critiques as well as typewritten complete sentence outline, manuscript, and Works Cited page using MLA format. Must hear evidence of scholarly research</td>
</tr>
<tr>
<td>CCIC’s 1, 2, 3, &amp; 5 as well as EEO’s 1, 2, 3, 4, 5, &amp; 6</td>
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</table>

5. Famous Speaker Essay: You will be assigned a video of a professional public speaker. You are to critique the speech from a public speaking perspective. Avoid discussing your thoughts about the content of the speech, tell me why the speaker was effective or ineffective in your opinion. This is a written essay

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<tr>
<th>6. In-class activities which include getting acquainted, listening story, listening quiz, brainstorming, cultural quiz, gender collaboration, interpersonal surveys, communication skills assessments, group collaborations, and other active learning pieces.</th>
<th>These activities emphasize interviewing, listening, self-disclosure, non-verbal communication, persuasive techniques, perception, the functions of small groups, interpersonal concepts and skills usage,</th>
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<tbody>
<tr>
<td>Participation in activities and discussion after their completion using the Socratic method and other active learning methods.</td>
<td>CCIC’s 1, 2, 4, &amp; 5, as well as EEO’s 1, 2, 3, 4, 5, &amp; 6.</td>
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7. Two tests covering the contents of the textbook.

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<tr>
<th>8. Speaking Games: Speaking games are activates that are aimed at helping reduce and/or cope with the anxiety of speaking in front of an audience. Additionally, they will focus on a specific area of public speaking to focus on improving. Different activities may be assigned to</th>
<th>Reduce communication apprehension and increasing communication competence as demonstrated by increased eye contact, relaxed posture, increased transactional communication, while</th>
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<tr>
<td>Students will help critique each other and will be involved in the critique of each participant. Students will receive a numerical grade for their poise and performance of the</td>
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</tr>
<tr>
<td>CCIC’s 1, 3, 4, &amp; 5, as well as EEO’s 1, 2, 3, &amp; 6.</td>
<td>CCIC’s 1, 3, 4, &amp; 5, as well as EEO’s 1, 2, 3, &amp; 6.</td>
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</table>
different students depending on their strengths and areas of improvement.

decreasing nonverbal fillers, needless movement and memorized or recited speeches.
speaking game.

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<tr>
<th>9. Written Self-Critiques</th>
<th>The student will provide an honest evaluation of their speech and areas of confidence and concern.</th>
<th>This is a written analysis to compare the speaker's ability from the beginning of the class until the end.</th>
<th>There will be written critiques on the students paper.</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CCIC’s 1, 2, 5, as well as EEO’s 1, 2, 3, &amp; 5.</td>
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<tr>
<th>10. Quizzes</th>
<th>There will be 3 written quizzes administered during the semester.</th>
<th>Demonstrates understanding of communication theory and significance of communication skills in our lives</th>
<th>By number of questions answered correctly</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CCIC’s 1, 4, 5, and EEO’s 1, 2, 4, &amp; 5.</td>
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<tr>
<th>11. Favorite Thing</th>
<th>You are responsible for reading the chapter and sharing your “favorite thing” that you learned in your reading with the class.</th>
<th>Students will need to comprehend textbook information and apply that knowledge to teach a single concept.</th>
<th>Accuracy of information and student engagement.</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CCIC’s 3, 4, 5, as well as EEO’s 1, 2, 3, 5, &amp; 6.</td>
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</table>
CRITERIA USED FOR EVALUATING SPEECHES

The average speech (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned (*formative, persuasive, etc.)
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment such as preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The above average speech (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker’s message

The superior speech (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message

The below average speech (grade D or F) is seriously deficient in the criteria required for the C speech.
**APPENDIX**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>&quot;Your Story&quot; and Self Critique</td>
<td>50</td>
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<tr>
<td>Final Self Critique</td>
<td>50</td>
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<tr>
<td>Active Participation</td>
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<tr>
<td>Mid Term</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Wedding Toast</td>
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<tr>
<td>Quiz #1</td>
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<td>Quiz #2</td>
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<td>Quiz #3</td>
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<tr>
<td>Speaking Game #1</td>
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<tr>
<td>Speaking Game #2</td>
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<td>Famous Speaker Paper</td>
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<td>Demonstration Speech</td>
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<td>Formal Outline</td>
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<td>Persuasive Speech</td>
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<td>Formal Outline</td>
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<td>Teamwork Project</td>
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<td>Teamwork Group Evaluations</td>
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<td>Google Docs Survey</td>
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<td>Favorite Thing Chapter Speech</td>
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<td><strong>Total</strong></td>
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