SPEECH COMMUNICATION
SPCH 1311 41433
3 credit hours

Spring 2017

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Office Hours M - F: 11:05 a.m. - 12:05 p.m.
Class: On-line/INET  March 20, 2017 – May 11, 2017

About this class

Cooperative Learning is practiced in this learning studio. So then, what is Cooperative Learning?

Cooperative Learning is a relationship with a group of students that requires:

- **positive interdependence** (a sense of sink or swim together),
  - In a cooperative learning situation, a student needs to be concerned with how he or she does the work and how well the other students in his or her group do the same work.

- **individual accountability** (each of us has to contribute and learn)
  - The student is held responsible by group mates for contributing his or her fair share to the group’s success. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know they cannot "hitchhike" on the work of others.

- **interpersonal skills** (communication, trust, leadership, decision making, and conflict resolution)
  - The practice of social skills required for high quality collaboration and the willingness to be motivated to use them if cooperative groups are to be productive. The whole field of group dynamics is based on the premise that social skills are the key to group productivity.

- **face-to-face promotive interaction** (efficiently processing information).
  - Promotive interaction may be defined as individuals encouraging and facilitating each other’s efforts to achieve, complete tasks, and produce in order to reach the group’s goals.
group processing (reflecting on how well the team is functioning and how to function even better).
  o Group processing may be defined as reflecting on a group session to: 1) describe what member actions were helpful and unhelpful, and 2) make decisions about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group’s goals.

A Cooperative Learning class is group led and teacher facilitated. Students are expected to be fully involved in the learning process.

How to use this syllabus

Three main parts
  I. Basic Speech Communication Course Information
  II. Specific Information for this Course
  III. General Eastfield College Course Information

How to help yourself...
  o First, look for the information you want in the syllabus.
  o If you can’t find the answer then ask a classmate for help.
  o If you still can’t find the answer then ask your professor.
Part I Basic Speech Communication Course Information

Course Description

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

Student Learning Outcomes for Speech 1311

Upon successful completion of this course, students will:

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

Core Curriculum

Speech 1311 (or Speech 1315 or Speech 1321) is included in the DCCCD Core Curriculum. All degree-seeking students are advised to complete this core course within the first 36 semester hours since speech stresses the needed skills for many other courses. Students must earn a “C” or better for credit in all core courses.

Tier I Statement

Speech 1311 is a Tier I course in the Speaking and Listening learning category. “Knowledge and skills that are important to your success in other college courses will be introduced and reinforced in Tier I. The Speaking and Listening category develops your ability to communicate effectively individually, in pairs and in groups. Instructors will place an emphasis on listening, critical and reflective thinking and responding.”

DCCCD Catalog
Part II Specific Information for this Course

Required Materials
Your choice of Paperback or eBook.
  • Paperback (ISBN 978-0-205-94486-6)
4 X 6 white index cards with blue lines

eCampus/Blackboard
Your course materials including syllabus, instructional documents, speech videos for evaluation and grades are on Blackboard.

If you have problems and need technical support you may email ecampus.support@dcccd.edu or call (972) 669-6402.

You must Logout of eCampus, on the top center of the page. Do not just click on the red X. That will not end your session. If you don’t logout, others can get into your data.

Computing Needs

1. Create a YouTube account. You will upload your speech videos to this site.
2. Download the app for ooVoo. It is a video-chat group discussion program. It is available for Mac, PC, tablets and smartphones (Android & Apple). This app is free. You will be doing some chatting via this program. You may contact your Professor via ooVoo.
**Semester Plan:** This is a timeline with dates of what you are to accomplish. The specific details are explained on latter pages.

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<td>-Introductory Speech &lt;br&gt;Due Thursday &lt;br&gt;Reply Friday</td>
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<td>Week 3</td>
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<td>-Submit Informative Speech video &lt;br&gt;Due Tuesday &lt;br&gt;-Submit Critiques &lt;br&gt;Due Friday</td>
<td>-Communication Choice Point &lt;br&gt;Due Monday &lt;br&gt;Reply by Friday &lt;br&gt;-Submit preparation and presentation informative speech outlines &lt;br&gt;Due Monday</td>
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<td>Week 4</td>
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<td>-Ch. 2 &amp; 18 &lt;br&gt;Due Thursday</td>
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<td>Quizzes</td>
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<td>-First Draft: Persuasive Speech Preparation &amp; Presentation Outlines Due Wednesday Critiques due Friday</td>
<td>-View TED Talk #2 Due Wednesday - Ethical Choices Due Monday Reply by Friday</td>
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<td>Week 6 Date:</td>
<td>-Ch. 3 *Read Ch. *View lecture</td>
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<td>-National or International conflict issue Due Monday Reply by Friday -Submit preparation and presentation outlines Due Monday</td>
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<td>-View Myers-Briggs Lecture</td>
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<td>Week 7 Date:</td>
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<td>-Submit Persuasive Speech video Due Tuesday</td>
<td>-Submit Myers-Briggs Reflection Paper Due Monday -Media Literacy Due Monday</td>
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<td>Week 8 Date:</td>
<td>-Ch. 4 *Read Ch. *View lecture</td>
<td>-Critical Thinking Ques. Due Tuesday Reply by Thursday</td>
<td>-Submit Critiques *Self *Classmates Due Thursday</td>
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**Semester Points**

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<th>Extra Points</th>
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<td>Conflict Issue</td>
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**Grade Calculation**

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<th>Grade</th>
<th>Points Range</th>
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<tr>
<td>A</td>
<td>1350 – 1215</td>
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<tr>
<td>B</td>
<td>1214 – 1080</td>
<td>80%</td>
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<tr>
<td>C</td>
<td>1079 – 945</td>
<td>70%</td>
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<tr>
<td>D</td>
<td>944 – 810</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>809 – below</td>
<td>0%</td>
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Any time during the semester you can calculate your grade. Add your total points. Divide your points by the total possible points at that time. Example: Your points – 300 Total points – 350 300 ÷ 350= 85.7%

A grade of incomplete is generally not given.
Things To Be Aware Of

❖ Speeches

➢ Speech Submissions
  ▪ They will be created using Windows Media Player.
  ▪ It is then uploaded to YouTube.
  ▪ It is up to you to figure out how to upload and place the link to the video in the appropriate submission box on Blackboard.
  ▪ The speech must be available on or before the due date.
  ▪ Once the speech has been graded, it may be taken down.
  ▪ Make sure that the link submitted is functioning.
    • Do not directly attach the video to email or Blackboard.
  ▪ Check to make sure that your recorded video has a clear picture, a full body view of the speaker and good volume.
  ▪ In order to receive credit for this course as do the students of face-to-face Speech classes, each recording MUST have 3 “live” audience members that are at least a junior in High School or older and made visible on the recording. The age requirement for the recordings matches the college’s requirement for dual-credit High School students attending college classes.
    • No audience of 3 “live” persons that are at least a junior in High School or older will result in a loss of 20 points for the presentation of the speech.

➢ Outlines
  ▪ Must be critiqued by classmates and submitted by the date stated for the speech.

➢ PowerPoint Presentations
  ▪ Your PowerPoint must be visible on the video recording when you speak.
  ▪ It can be on your computer monitor. However, a better choice is to connect your computer to your television with the appropriate cable.

➢ Speaking Attire
  ▪ Specific Professional Dress and Business Casual requirements are explained under Course Documents. Please read the document.
  ▪ Ten to twenty points will be deducted for inappropriate attire.

❖ Typing

➢ Typed page setup:
  ▪ Left and Right Margins 1.25”
  ▪ Top and Bottom Margins 1”

➢ Times New Roman 12 point font

➢ Paragraphs:
  ▪ 1.5 line spacing
  ▪ Indent the first word of each paragraph 5 spaces (default tab stop .3)

➢ Please leave two spaces after a period.

➢ Outlines are to follow the pattern illustrated in the text.
  ▪ Use a Multilevel list in MS Word to create your outline in Word.
Participation, Questions and Response Time Policies

- Participation – students are expected to COMPLETE ALL WORK and PARTICIPATE IN ALL CLASS ACTIVITIES by the due dates listed. You should expect to report online at least every other day to check Announcements and/or submit assignments. Announcements will serve as reminders of weekly assignments due and notification of any changes to the week’s tasks.
- Questions – First, re-read the Class syllabus and review the weekly Announcement. Then, contact a team mate if further clarification is needed to check your understanding. Lastly, you may always email, ooVoo or call your Professor for help.
- Professor Response Time – Students can expect to hear back from the Professor Monday-Sunday within 48 hours. During most week days, the Professor will typically respond to students within the same day.

Online Class

- Read over the Class Semester Plan and Announcements weekly.
- Review instructions given to explain Tasks (assignments)
- Check the presentation assignment documents for each speech in the syllabus.
- Be prepared to submit assignments to the identified place in Blackboard.
- Complete all assignments on time to maximize your points.
- Be aware of the 20 point deduction for late speeches and speech paperwork.
- Use correct spelling and grammar for all of your work (points will be deducted if not).
- Always follow the instructions, guidelines, requirements, formatting exactly.
- Rely on your classmates’ expertise for revisions, suggestions and other help aids.
- Be courteous, polite and supportive in communications online with the class and professor.

Successful College Students in an Online Speech Communication class...

- Participating in positive college student behaviors will ensure your success in this class. Be mindful of those negative behaviors that work against you versus working for you.
  - Reads all materials carefully (syllabus, textbook chapters, assignment instructions, etc.).
  - Checks announcements and course materials regularly.
  - Manages academic, personal and professional life effectively.
  - Does not make excuses.
  - Completes assignments by the due dates.
  - Asks appropriate questions to check for understanding.
  - Schedules a time with the Professor to discuss personal matters.
  - Prepares neat and correctly formatted work.
  - Practices speeches at least 5x’s before speaking day.
  - Finishes speech paperwork prior to the day of speech.
➢ Audience Etiquette Please share the list below with your audience members.
   ▪ Cell phone is on silent or vibrate.
   ▪ Text and answer phone calls outside of speaking area.
   ▪ Listen intently (direct eye contact) to the speaker.
   ▪ Watch out for distractions (talking, moving, crying babies, and wandering animals).
   ▪ No eating or drinking during presentations (may do before or after).
   ▪ Do not allow uninvited and/or inappropriate visitors to attend presentation.
     (No pets or children.)

Changes to the Syllabus

The professor reserves the right to amend this syllabus as necessary.

Grade Guidelines for Speeches – Adapted from Robert T. Oliver (1960)
“The Eternal (and Infernal) Problem of Grades”

For a grade of “C,” a speaker must:
   1. produce a speech with a clear purpose in terms of auditor response sought, supported by main points easy to identify
   2. demonstrate reasonable directness and communicativeness in delivery
   3. not detract from his/her message through gross errors of grammar, pronunciation or articulation
   4. conform reasonably to the assigned time limits
   5. conform to the type of speech assignment
   6. be prepared to speak on the day assigned
   7. be intellectually sound in developing a topic of worth with adequate and dependable supporting material
   8. hand in an outline in proper outline form listing the main points and support of the speech, as well as the sources consulted

For a grade of “B,” the speaker must meet the “C” requirements AND:
   1. produce a speech distinguished by elements of vividness and special interest in style
   2. make understandable an unusually difficult process or concept OR win some agreement from an audience initially inclined to be neutral or to disagree
   3. move the audience progressively from initial uncertainty of knowledge, belief, or tendency to act) toward acceptance of the speaker’s purpose, by orderly processes using appropriate transitions, toward final resolution of uncertainty in a conclusion that evolved naturally from the material used by the speaker
   4. be of more than ordinary stimulative quality in challenging the audience to think or in arousing depth of response
For a grade of “A,” the speaker must meet the “B” requirements AND:
1. make a genuinely individual contribution to the thinking of the audience
2. achieve a variety and flexibility of mood and manner suited to the multiple differentiations of thinking and feeling demanded by the subject matter and by the speaker-audience relations
3. establish a high order of rapport with apt style and direct, extemporaneous delivery, achieving a genuinely communicative response

If a speaker does not have their preparation outline, presentation outline or PowerPoint, that person will receive a grade of “F”.

**Assignments**

**Myers Briggs Type Indicator**

Go to the web site [www.humanmetrics.com/cgi-win/JTypes2.asp](http://www.humanmetrics.com/cgi-win/JTypes2.asp). Take this free version of the MBTI. Print out the following documents once you are done.
- The page with your Test results.
- The full Type Description for your type.
- The complete Careers Choices for your type.

View the lecture online. Analyze your type in a 250 word reflection paper using the information from the lecture and the data from your MBTI results. Include the following:
- * Paragraph One: How the information relates to you…
- * Paragraph Two: How you will utilize it in the future…

Submit it online to Submit Assignments by **Week 7 on Friday**.

You can earn a total of 50 points.

**Team Work Critical Thinking Questions**

There are 4 critical thinking participatory assignments. They directly relate to the topics being studied. Your team will be assigned a question. You, individually, will write (type) a 250 word response to the question in which you apply information from the chapter. Then, submit it to the appropriate Discussion Board location. Read each of your teammate’s submissions and critically respond to each of their work 50 word response. The questions are at the end of the chapters titled Working with the preliminaries to human communication.

The grade is derived by leadership, participation and typed answer as demonstrated by each individual within the team. This assignment is worth 50 points for each of four units.
Team Assigned questions are listed on the Blackboard team button. The Critical Thinking questions are in the textbook at the end of the chapter.

Each Critical Thinking Question is due on Tuesday of the identified week with your work and the response to your Teammates work by Thursday of the same week.

Ch. 1: Submit to the Discussion Board Week 2
Ch. 2: Submit to the Discussion Board Week 4
Ch. 3: Submit to the Discussion Board Week 6
Ch. 4: Submit to the Discussion Board Week 8

**Team ooVoo Video-Chat Meeting**

- Click on the Team Assignments on Blackboard to see who is in your Team.
- During the first week of class, decide what time you will have your online meeting. The class send email is located under Tools button on Blackboard.
- At this online video chat, discuss what you will call your team and how you will keep in touch during the 8 weeks. You will depend on your team mates for assistance and support.
- Post your team name as well as why you decided on the name on the Discussion Board along with the members who participated.
- This will earn you 20 points.
- **Due Week 1 Friday**

**Speech Outlines**

You will create your own preparation and presentation outlines, demonstrating the correct way to write the outlines. Team members are to work cooperatively by critiquing each other’s outlines (both preparation and presentation outlines). At this time, teammates will apply their outlining knowledge to assist in improving the product. You must have your individual outlines vetted by your teammates before submitting your final outlines.

The preparation outline is worth a total of 100 points. Five bonus points will be awarded to teams with all members of the team receiving a grade of 90% or better on their outlines.

**Informative Speech**

- Preliminary outlines due on Discussion Board **Week 2 Wednesday.**
- Preliminary outline critique by teammates due **Week 2 Friday.**
- Finalized outlines due to Submit Assignments **Week 3 Monday.**

**Persuasive Speech**

- Preliminary outlines due on Discussion Board **Week 5 Wednesday.**
- Preliminary outline critique by teammates due **Week 5 Friday.**
Finalized outlines due to Submit Assignments **Week 6 Monday.**

**Quizzes**

There will be three quizzes of 100 points each. These will be a multiple choice and timed.

It is mandatory to carefully read each of the chapters in order to answer the questions correctly. Sixty (60) minutes is allotted to complete the quiz. Be mindful of your time so you don’t run over.

- Ch. 1, 14-17 quiz due **Week 2 Thursday.**
- Ch. 2 & 18 quiz due **Week 4 Thursday.**
- Ch. 3 & 4 quiz due **Week 8 Thursday.**

**Discussion Board Work**

There are 4 Discussion Board assignments.

- **Communication Choice Points**
  - Read through each choice and select one
  - Apply the information from the Chapter and write a 250 word paper.
  - Respond to two of your classmates work by analyzing their response and pose thoughtful questions related to their submission. (Minimum 100 words)
  - Choices: Ch. 4 pg. 95, Ch. 6 pg. 123 or Ch. 11 pg. 236
  - Submit your work to the Discussion Board on **Week 3 Monday.**
  - Respond to two classmates by **Week 3 Friday.**

- **Ethical Choice**
  - Read through the Making Ethical Choices on page 108.
  - Apply the information from the Chapter and write a 250 word paper.
  - Respond to two of your classmates work by analyzing their response and pose thoughtful questions related to their submission. (Minimum 100 words)
  - Submit your work to the Discussion Board on **Week 5 Monday.**
  - Respond to two classmates by **Week 5 Friday.**

- **National or International Conflict Issue**
  - Carefully read the information in Ch. 13.
  - Select a particular issue currently in the news.
  - Analyze the issue in terms of the underlying conflict(s). Use all the information in Ch. 13 to do this analysis. (This is not a position paper.)
  - Form this into a 250 word paper weaving the Chapter information into the discussion.
  - Respond to two of your classmates work by breaking down the issue. (Minimum 100 words)
Media Literacy
- Select a TV commercial.
- Include the commercial URL in your document. We need to see the selection.
- Dissect the commercial in terms of persuasion.
  - Explain the emotional, logical and credibility appeals used
  - Evaluate the effectiveness of the production and if it is truly a valid persuasive venture.
- Submit this 250 word paper to the Discussion Board by Week 7 Wednesday.
- Respond to two classmates by explaining how their analysis affects your way of thinking (Minimum 50 words) by Week 7 Friday.

TED Talks
There are two TED Talks identified for you to view on the internet. These are good examples of informative and persuasive speeches. They will help you by seeing what a well-constructed speech looks/sounds like. Google the speeches.

Talk #1: Informative Speech video with Nina Tandon – Could tissue Engineering Mean Personalized Medicine? View Week 1 Wednesday.

Talk #2: Persuasive Speech video with Jake Wood – a New Mission for Veterans – Disaster Relief. View Week 5 Wednesday.

Extra Credit
You will create a News Cast. This is your opportunity to create an amazing “reel”.
- 3-5 minutes
- Minimum of 5 sources
- Must include visual slides/video
- Submit topic for approval
- Dress is business professional
- Must submit a preparation outline prior to video creation.
- Submit News Cast upload to YouTube and place URL on the Discussion Board.
- This News Cast presentation is worth 50 points.
- The more work you put in the higher the grade…WOW me!
Speeches

Speech of Introduction

- You will introduce yourself to us by highlighting what you believe to be interesting and important information about you.

- You will support your speech by providing visual aids (at least 4). (Items visible to the audience, no PowerPoint slides.)

- You will organize your thoughts on two (2) 4X6 white lined index cards utilizing bullets.

- A sample Speech of Introduction may be found on pages 404 – 405 in your text. Consider the order when organizing your speech.

- You are to fill 3-4 minutes.

- Upload to YouTube.

- Post the URL on the Discussion Board Week 1 Thursday.

- Classmates are to view the speeches.

  - Write a 50 word response to each person via the Discussion Board by Week 1 Friday.

  - Make sure you carefully read the Critique document on Blackboard.

  - Use the data from the Critique document to comment on the speech presentation.

  - Write specifically about:

    - What area the person did well
    - What area the person needs to improve

- Dress in your regular school clothes.

- This speech is due by

- You are graded on:

  - Speech 80
  - Critique 20
100 points

Informative Speech Instructions

- Make sure that you have carefully read and understood Ch. 14-17.

- Select a strategy to create your Attention Getter from the document on Blackboard.

- Select a strategy from your textbook, Ch. 15, to create your closing.

- You will prepare a speech which is either:
  - Speech of Description
  - Speech of Definition

- Select a topic that is appropriate for your audience. It is best that you are also familiar with the topic.
  - Discuss your topic selection with your teammates either through email or over ooVoo.
  - Adjust your topic as necessary.
  - Make sure that it is appropriate for your audience and sufficiently narrow.

- You gather your information.
  - Contact an Eastfield college librarian either by email or on the phone for assistance in using the databases or books in the collection.
  - Go to the Eastfield College library web page.

- You must have four sources. Two sources for each main point. So, you will have two main points.

- The research must be from the library Databases, books, journals, etc. Most open web sources are not acceptable.

- You will type a preparation outline and use index cards to write your presentation outline.
  - Upload both outlines to the Discussion Board. Follow the instructions discussed earlier in this document.
  - Once these documents have been thoroughly reviewed. Make corrections and upload both to Submit Assignment

- During your presentation, you must state where your data came from as you speak. Follow the guidelines in your text on pg. 312. If you don't then you have lost credibility and certainly plagiarized. Plagiarism is not acceptable. Should you plagiarize, you w
You must have a PowerPoint presentation to accompany your speech. See Computer-Assisted Presentations beginning on pg. 326 and read the PowerPoint document on Blackboard.
  o As stated earlier, we must be able to see your PowerPoint clearly during your speech as you move from one idea to the next.
  o This is necessary support for your speech.

Your presentation outline will be on 4 index cards. You must use these as you speak. See page 339 in your textbook for an example.
  o First Card – Introduction
  o Second Card – First Main Point
  o Third Card – Second Main Point
  o Fourth Card – Conclusion

Correctly created preparation outline and presentation outline cards are required and must be submitted by the due date.

You will have 4 to 6 minutes to make your presentation.

Attire is business casual.
  o Read the document on Blackboard which illustrates attire for men and women.
  o Adhere to the requirements.

Post your URL by **Week 3 Tuesday**.

You will open a thread on the Discussion Board. The thread will contain the URL for your speech so that your classmates can view your speech.

Classmates are to view the speeches.
  o Write a 50 word response to each person via the Discussion Board.
  o Make sure you carefully read the Critique document on Blackboard
  o Use the data from the Critique document to comment on the speech presentation. Critiques are due by **Week 3 Friday**.
  o Write specifically about:
    ▪ What area the person did well
    ▪ What area the person needs to improve

The grade is based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline work</td>
<td>100</td>
</tr>
<tr>
<td>Speech</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>
Persuasive Speech Instructions

- Make sure that you have carefully read and understand the information in Ch. 14-16 and Ch. 18.

- You must decide what the main goal of your persuasive speech is:
  - To strengthen or weaken attitudes, beliefs or values of your listeners
  - To change their attitudes, beliefs, or values
  - To act in some way, to do something

- Identify your audience so that your topic will appeal to them.

- Use all three appeals:
  - Logical
  - Emotional
  - Credibility

- Decide which question your speech will address:
  - Question of fact
  - Question of value
  - Question of policy

- You will have a preparation outline and a presentation outline. Carefully evaluate the outlines through the Discussion Board with your team. Both will be submitted prior to speaking. It is important that you work as a team so that each team member has excellent outlines.

- You need a minimum of 4 different sources in your speech, at least 2 per main idea. For example you might say something like: “According to the May 12, 2000 issue of Time magazine, in the article by former Supreme Court Justice…” or “According to Dr. Spock in his book, Understanding the Vulcan Culture six of the biggest…” or perhaps “In the CNN interview with Alan Greenspan which can be found at CNN.com…” “According to the books I read…” does not constitute a source citation.

- Use the Databases through our college library web site. You can access them not only in the library but also from your home. You can cite original books, newspapers and magazine publications from those databases. You may not use the open web.

- You may use one personal interview with someone who would be considered an expert in the field. You need to explain that person’s qualifications to us briefly when you speak. You don’t have to interview anyone.

- Your attire is Business Professional.

Continued on next page
❖ You are to use PowerPoint during your presentation. This must be visible to the audience.

❖ Your speech is to be between 4 - 6 minutes in length.

❖ Post your URL by Week 7 Monday.

❖ Critiquing guidelines are posted on Blackboard by Week 8 Monday.

❖ The Critiquing Process:

  o View your own speech and type an in depth critique of your speech.
    ▪ Label each section of your own critique according to the items under the document titled "Be Guided by the Standards of Conformity to the Principles of the Art".
    ▪ Compose a paragraph under each of those categories discussing how you fulfilled the material during your speech.

  o Post your critique of your own speech on the discussion board.
    ▪ Click on Discussion Board button
    ▪ Click on Persuasive Speech
    ▪ Click on +Thread at the top of the page
    ▪ Subject: Type name of your speech
    ▪ Message: Type your critique
    ▪ Click on submit

  o Following the guidelines, students will be make notes about their fellow student's presentations. To post critiques, click on discussion board and persuasive speech.
    ▪ Click on the title of the individual classmates speech
    ▪ Read what the classmate wrote
    ▪ Click on reply
    ▪ Write a 50 word response to each person via the Discussion Board.
    ▪ Make sure you carefully read the Critique document on Blackboard
    ▪ Use the data from the Critique document to comment on the speech presentation.
    ▪ Write specifically about:
      ▪ Type your critique regarding the following:
        o What you thought they did well
        o What you want them to improve upon.
      ▪ Click submit

Continued on next page
The grade will be based on:

- Speech 100 points
- Outlines 100 points
- Critique of your speech 50 points
- Critique of classmates speeches 50 points
- 300 points

**Part III General Eastfield College Course Information**

**Food and Beverage Policy**

Please refrain from bringing food into the classroom. It is acceptable to bring water in a closed container into the classroom for consumption.

**Tobacco Free Campus**

The use of any tobacco products, including e-cigarettes, will no longer be permitted on the campus proper of Eastfield College. This policy is in standing with current trends in the District as well as in neighboring cities and counties. Enforcement of the campus’ “tobacco-use” regulations is up to employees, students, and campus police. If a person observes “tobacco-use” violations, he/she may make the user aware of the tobacco-free rule at Eastfield College.

**Eastfield College E-mail Policy**

Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: [http://www.dcccd.edu/netmail/home.html](http://www.dcccd.edu/netmail/home.html)

**Developmental Courses**

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases, retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office.  
[https://www1.dcccd.edu/cat0910/admiss/tsi.cfm?loc=4](https://www1.dcccd.edu/cat0910/admiss/tsi.cfm?loc=4)
Final Grade Reports

Final grade reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

Academic Honesty

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an un-administered test, and substituting for another person to take a test. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

Religious Holidays

Absences for observances of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a reasonable time after the absence. Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance.

Title IX and Disability Services

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities:
If you are a student with a disability and/or special needs, or if you think you may have a
disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices

Eastfield 972-860-8348

A Note on Harassment, Discrimination and Sexual Misconduct
We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators

Eastfield 972-860-7358
Rachel Wolf TitleIX-EFC@dcccd.edu

District Title IX Coordinator
Office of Institutional Equity 214-378-1633
LaShawn Grant TitleIX-District@dcccd.edu
**Repeating This Course: (Third Attempt to Enroll in a Course)**

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. *See Third Attempt to Enroll in a Course at* http://www.dcccd.edu/thirdcourseattempt/

**Withdrawal Policy**

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by Tuesday, April 4, 2017. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline which is, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current published Credit Class schedule, contact the Admissions/Registrar’s Office at 972 860-7167 (Room C-119) or contact the division office.

**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 On Campus Classes**

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 after the drop date are also subject to this policy.
Financial Aid Distance Learning Classes

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

DCCCD Emergency Operating Procedures

http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

Printing on Campus

Printing in the Computer Lab (L-108), and the Library will cost 5 cents a page. Students must bring a $1.00, $5.00, $10.00, or $20.00 bill to the lab to create an account. Accounts must be created before attempting to print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. Cash refunds are not possible. Accounts stay active as long as the account has value.

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 the 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 study 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.