WELCOME to our class in Speech Communication. I look forward to meeting and working with you this term. Please familiarize yourself with this syllabus and make it a tool that will serve you the entire semester. I understand that successfully completing a communication course can be a challenge. However, with regular attendance, active participation, careful preparation, and attention to grading criteria, you will put yourself in position to do very well in this course.

The primary objectives of this course that you read about in this syllabus allow you to build your communication skills in three major areas: (1) dyadic – the one-to-one context, (2) public, and (3) small group. While our focus is practical, allowing you to implement specific skills, even the novice needs to know “why” as well as “how” or “what.” As a result, we expend a considerable amount of effort toward increasing your understanding of the theory and philosophy behind successful communication. You will leave the course a stronger and more successful communicator in the three contexts that we focus upon in this course.

Our course has several sources of information. These are: (1) myself as instructor, (2) your textbook, (3) e-Campus, and (4) your classmates. While I can guide you toward specific actions that will lead you in the right direction, you are ultimately responsible for meeting all the course requirements. If you attend to this responsibility with care, you should be successful in this course.

FOR 40 YEARS, I HAVE TAUGHT CLASSES THAT HAVE…:

- a SAFE atmosphere for students to experiment….
- a SUPPORTIVE environment for students to prosper…, and
- a COURTEOUS classroom that listens and gives full attention

Please make a personal commitment to contribute to a positive and productive classroom! I am excited to have you in class to learn and practice these skills! Let’s learn together!

Karl J. Krayer, Ph.D.
Professor
REQUIRED MATERIALS (ISBN FOR TEXTBOOK):
The required textbook is Understanding Human Communication, 12th edition, by Adler and Rodman and is available in the RLC Bookstore. I will remind you when to bring your books to class. Be sure you have the 12th edition of this book. The ISBN number is 978-0-19-933432-2.

CATALOG DESCRIPTION:
Prerequisite: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards AND the college Writing score prerequisite requirement.

Course Description: Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others, and prepare and deliver formal public speeches. (3 Lec.).

COURSE OBJECTIVES AND LEARNING OUTCOMES:
Core Curriculum Objectives:

As a course included in the DCCCD Core Curriculum, SPCH 1311 provides students with the opportunity to develop the following skills:

1. Critical Thinking-to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. Communication-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

3. Teamwork-to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. Personal Responsibility-to include the ability to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes (SLOs):

Upon completion of SPCH 1311, the student will be able to

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. Recognize how to communicate within diverse environments.

5. Develop, research, organize, and deliver formal public speeches.
COURSE AND INSTITUTIONAL POLICIES:

Attendance and Dropping Class
My goal is for you to succeed and prosper in this course. I encourage regular and prompt attendance, which indicates a definite interest in the course and personal effort on your part. Students who consistently fail to come to class or consistently show up late to class do not do well in this course. Students learn from group participation, class participation, lectures, their own speech presentations, and being a part of the audience for other student speakers. Please plan to be here on time each day.

Many class days have graded activities for which you receive credit only if you attend and participate. Please make every effort to be here each day to participate in these activities. I am unable to make up any class activities due to tardiness, absence, or leaving early. I am strongly opposed to drops – I believe that we can avoid these in most cases. I also want to talk with any student who considers dropping to be sure that it is the right thing to do, as well as the only alternative that will meet your objective. In many cases we can figure something out that will allow you to continue. Please do not drop without talking to me.

This section relies heavily upon group activities, assignments, and tests. If you do not enjoy working with other people on regular basis, this is likely not the section you want to participate in. Peer evaluation is a substantial part of your course grade overall, and for the group project.

Make-Up Activities, Assignments, and Examinations
Make-up assignments and examinations are alternatives - they do not share form or content with the originals. As a result, they are more time consuming and difficult to complete. It is to your advantage to avoid these if at all possible, and many students choose not to complete them. They are not the reason that you enrolled in this course, they do not build your communication skills, and in many cases, they cheat other students out of valuable information and experiences.

However, if you have explained the absence within 24 hours following the end of the missed class, you may arrange a make-up assignment or examination with me. If you must miss class, the only way that you are eligible for a make-up or alternative assignment is by notifying me within 24 hours by telephone or by e-mail that you will or have missed class. I do not wish to serve as judge and jury, deciding which excuse is legitimate, and which is not. Therefore, I do not judge these absences as “excused” or “unexcused,” but rather, as “notified” or “not notified.” There are no make-up speeches: they go straight to alternative assignments, providing that I have been notified about the absence. No one is eligible for make-ups for assignments and examinations who has not notified me. The Unit 3 test is given on the scheduled final exam day for the course.

You will receive a review sheet and instructions for the method and mode prior to each examination. The examinations in this course are independent of each other, and the third unit test is not comprehensive.

Being a Responsible Student and Citizen in Class
Consistent with the principles of a safe, supportive, and courteous environment, in our class, please avoid sleeping, sending text messages, interrupting speakers, working on unauthorized activities or materials, or initiating or creating an atmosphere that is counterproductive to the objectives of the course. Students who do not follow these policies will be asked to leave class that day and will not receive participation points or credit for the in-class activities. If the behavior occurs a second time, you must receive clearance from the Richland College administration before you will be allowed to attend class again.
**Requirement for Passing Course**
Consistent with a new policy effective with the 2013 WinterTerm, students must deliver a minimum of two of three assigned speeches in front of the class in order to pass this course.

**PowerPoint Presentation**
Your persuasive speech in the Public Speaking unit and your major course project in the Small Group unit require you to construct and incorporate a PowerPoint presentation. Consistent with the theory we teach about visual aids, please ensure that your PowerPoint presentation in both assignments is an aid to your speech – it is not the speech itself. The PowerPoint presentation must support, not make points for your speech. In all cases, you are required to make a point, then, reveal a visual that supports your point. These include: graphs, tables, graphics, photographs, illustrations, or a full-screen quote. You are not allowed to stand in front of the room, push buttons on a remote control or laptop, and watch lines fly in across the screen while you read or paraphrase them to the class. I encourage you to insert black “slug slides” between each visual so that you control each slide as it will appear in your speech. You must use at least five slides in your persuasive speech. In order to maximize your chance for a good grade, I require you to submit your file of slides one week in advance of your assigned speaking date for my approval. My objective is for you to succeed and do well, and I want to help you do that.

**Full Class Meetings**
Consistent with the policies and objectives of the college and division, this class does not let out early. Whenever we have time left over at the end of activities or assignments, we conduct video assessments of famous speeches. These assessments are part of your activity grades for the course. Please plan and expect to be in class for the entire time each meeting as scheduled.

**Prerequisites for Assignments**
In order to give you the chance to make the highest grade possible on your assignments, most speeches in the Public Communication unit require you to submit specific input forms prior to the time that you are scheduled to speak. I also review your PowerPoint file in the persuasive speech. This requirement ensures that you will have every opportunity to succeed and do well. Only those students who submit input forms on the due date receive a speaking slot in order to present in class. My objective is to “set you up to succeed,” and allow you to make the highest grade possible on your speeches.

**e-Connect and e-Campus**
This course will use the e-connect and e-campus features of the district web site (http://www.dcccd.edu). It is extremely important that you have an e-mail address and that you keep it current within the system so that you do not miss announcements, documents, or other materials that I will distribute. If you do not have an e-mail address, you can set up a free account through AOL or Yahoo.

Drawing upon the competency for computer literacy in this course, you will not succeed without regular and routine use of e-mail and access to e-campus. If you do not have a home or office computer, access to many systems are available throughout the campus, and certain developmental labs are open as early as 7:30 a.m., and remain open late at night. Please see me if you have any difficulties with these systems. There is a technology help number for students published on the DCCCD web site.

Throughout the course, you will make POSTINGS in e-Campus discussion forums to various questions. 75 points toward your term grade require posting responses to discussion questions available through the system. Each forum has a specific opening and ending date. In most cases, you receive credit for making an original post and replying to at least one other student. In some cases, you receive double credit for making additional replies. The ending dates for each forum are fixed and I am unable to extend them.
Inclement Weather Statement
In the event there is inclement weather that affects regular scheduled classes and events on the Richland campus, the DCCCD web pages will display a notification of any closings or delays. If there is no notice of changes or delays, then classes are in session as usual. You also may refer to announcements on major television and radio stations in the event that you cannot access the web pages.

Equal Opportunity
This course adheres to the Equal Opportunity policies offered by Richland College, which offers educational opportunities without regard to race, color, age, national origin, religion, sex, disability or sexual orientation.

ADA Statement - Disability Services
If you are a student with a disability and/or special needs who requires accommodations, please contact the administration of Richland College. This course adheres to the disability policies offered by the school and DCCCD.

Financial Aid Statement
If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the school administration. Students who complete an enrollment period with a grade of F in all courses will be required to repay a portion of financial aid received unless an instructor documents that the student participated in the class through the 60% point of the enrollment term.

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 six (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 six (6) non-exempt drops, you cannot drop any other courses with a “W”.

The Texas Success Initiative (TSI)
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. 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. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/hsi_requirements.cfm

Religious Holy Days
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence. Please discuss the options with me if a religious holy day applies to you.

Campus Emergency Evacuation Plans
Richland College has developed policies and procedures for dealing with emergencies that may occur on campus. If you have questions or concerns, please contact the school administrators.
Disclaimer Reserving Right to Change Syllabus
As necessary or appropriate, I reserve the right to amend this syllabus as necessary. You will learn about any changes in advance by e-Mail and by Announcements.

Schedule of Daily Activities and Assignments
Students will receive a day-to-day schedule with topics and reading assignments by the fourth class period. You will receive notice of deviations in the schedule through e-mail, on e-Campus, or in-class announcements. I send e-mails to you each Sunday with updates about assignments and activities.

Taping of Student Speeches
Student speeches may be video recorded or digitally captured by students, faculty or designated college media personnel. Some of these speeches may be uploaded to YouTube or DCCC e-Campus or the DCCCD server or another electronic platform of the student’s choosing. The recordings will be used only for instructional purposes, such as instructor grades recorded speeches; students critique other students’ speeches online; student views his/her own speech for self-assessment; faculty use recorded speeches for course assessment. Speeches will be deleted after the critiques are completed.

UNITS AND GRADING:
Speech 1311 contains three distinct units, each of which has one examination and a variety of assignments. Course examinations constitute 30% of your semester score. Approximately 50% of each test is short answer or essay, while the other 50% consists of objective questions (true/false, multiple choice, fill in the blank, matching, etc.).

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dydadic (one-to-one) Communication</th>
<th>Your Score</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Test</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Unit 2:</td>
<td>Public Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Test</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Activity</td>
<td>Problem-Solution Speech</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td></td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>Unit 3:</td>
<td>Small Group Communication</td>
<td></td>
<td></td>
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<tr>
<td>Unit Test</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Activity</td>
<td>Group Project Presentation</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Discussion Board Posts on e-Campus</td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Participation and Various Course Activities and Exercises</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Peer Evaluation for Course*</td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>1000</td>
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</tbody>
</table>

* - there is a separate peer evaluation that is part of the Group Project grade, worth 25%
Grading Scale

The course is graded on the standard scale:

1000 – 900   A
899 – 800   B
799 – 700   C
699 – 600   D
599   0   F

ASSIGNMENT DESCRIPTIONS:

Problem-Solution Speech
In this speech, you describe a problem of a local, regional, national or international nature, and explain how you would, or would solve it.

Persuasive Speech
Identify an issue from a topic listed on the Audience Analysis survey. Your topic should be one that would be the final appeal you would make to your audience. Provide three declarative arguments or attempt to change an attitude or belief, or call the audience to action. PowerPoint is required.

Major Course Project
In the third unit of this course, you will work with other students in a group to present information to the rest of the class. You will receive a project planning guide to assist you. You will have some in-class meeting time to make plans and prepare. The project merges dyadic and public speaking skills with variables and concepts from small group communication. You will receive options for topics by the third class meeting of the term. PowerPoint is required.
**COURSE CALENDAR - KEY TERM DATES:**

Check e-Mail and Announcements in e-Campus each Sunday for changes, weekly updates, and specific activities that are due. You will receive an updated schedule with projected due dates for exams and major assignments on the fourth class meeting.

**IMPORTANT DATES – Spring 2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>March 21</td>
<td>First day of class</td>
</tr>
<tr>
<td></td>
<td>Unit 1 – Dyadic Communication</td>
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<tr>
<td>March 23</td>
<td>Group project meeting # 1</td>
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<tr>
<td>March 30</td>
<td>Group project meeting # 2</td>
</tr>
<tr>
<td>April 6</td>
<td>Unit 1 Exam</td>
</tr>
<tr>
<td>April 12</td>
<td>Last day to drop class</td>
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<tr>
<td>April 18</td>
<td>Persuasive speeches – Round 1</td>
</tr>
<tr>
<td>April 20</td>
<td>Persuasive speeches – Round 2</td>
</tr>
<tr>
<td>April 25</td>
<td>Unit 2 Exam</td>
</tr>
<tr>
<td>April 27</td>
<td>Unit 3 – Groups and Teams Communication</td>
</tr>
<tr>
<td>May 2</td>
<td>Group project presentations – I and II</td>
</tr>
<tr>
<td>May 4</td>
<td>Group project presentations – III and IV</td>
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<tr>
<td>May 7-10</td>
<td>Unit 3 exam on scheduled final exam day</td>
</tr>
<tr>
<td>May 14</td>
<td>Final grades posted in e-Connect</td>
</tr>
</tbody>
</table>
INSTRUCTOR BIOGRAPHY:
KARL J. KRAYER, Ph.D.

Karl J. Krayer received his Ph.D. from the University of Oklahoma, specializing in organizational communication. He is the President of Creative Communication Network, a full-service company offering speeches and presentations, training and custom consulting and meeting facilitation for individuals, groups and organizations.

Karl is a nationally renowned speaker, author and consultant who works with corporations and associations who want to assess and improve competency, teamwork and communication. He also provides informative, dynamic and entertaining presentations and workshops for small businesses that want to increase productivity and profitability. Karl served on the faculties of Auburn and Texas Christian Universities before beginning a ten-year stint with Dr Pepper / Seven Up, Inc., as a Training Manager. He is a Past President of Dallas Chapter of the American Society for Training and Development, and was named its “Professional of the Year” in 1990. He is an active member of the National Speakers Association and the DFW Organizational Development Network. During 2001-2002, he served the National Speakers Association of North Texas as President.

Karl's training and organizational development interventions at Dr Pepper / Seven Up yielded significant results for the corporation in productivity, profitability and return on investment. His internal consulting efforts were instrumental in leading work reorganization and process improvement changes for the corporation's Marketing and Marketing Services divisions. Since 1998, Karl has consulted and facilitated for many major organizations, including Nokia, Texas Instruments, Aegon, TXU Energy, Lehigh-Hanson, Hudson Advisors, Lucent Technologies, Cadbury Schweppes, Dal-Tile, Mary Kay, Hunt Oil, Citi, SAGE Telecom, Pepsi-Cola Bottlers, Lincoln Property Company, YUM! Brands, Texas Department of Transportation, Dallas Police Department, AAFES, and Child Health Care Association.

Karl now serves as an Adjunct Faculty member in the University of Dallas College of Business, teaching courses in Business Immersion, Project Management, Strategic Management, Effective Leader, Leading Change, Managerial Behavior, Business Communication, Contemporary Issues, and Management Thought. This is his eighteenth year at the University as an adjunct professor. He was presented with the Adjunct Professor of the Year in the Spring 2009 term.

He was instrumental in the development of LEAD courses for the College of Business, when he taught ground courses in Delegating, Coaching, Building Trust, Setting High Performance Goals, Negotiating, and Influencing. Two of these LEAD courses, Influencing and Negotiating, were also available to students on-line.

Karl also teaches Management in the College of Business at the University of Texas at Arlington, as well as communication courses for the Dallas County Community College District at Richland and Brookhaven Colleges.
Karl has presented addresses to conferences of more than 50 professional and academic associations and has written more than 25 articles in refereed trade, industrial and academic publications. He was the keynote speaker at the recent IASA conference in LasColinas and at the ASQ regional conference in Fort Worth. He traveled throughout the state in 2012 delivering keynote addresses for the Grand Lodge of Texas, A.F. & A.M. Karl presented concurrent sessions at the 2013 IIAT conference in Austin.

In 1999, he published a chapter in a book in the National ASTD "In-Action" Series entitled Effective Leadership Programs, and in 2001, he published a chapter in an anthology entitled The Leadership Path, and in 2002, a chapter in The Communication Path. In 2003, his co-authored work, Organizing Change, was published by Jossey Bass / Pfeiffer / Wiley.

His specialties include sales and influencing processes, competency assessment, management and leadership development, strategic planning, training and organizational development, communication and interpersonal relationships. Karl's featured workshop is "Manager-as-Trainer," designed to provide managers who are not professional trainers with the techniques and tools to develop their direct reports in order to improve competency and achieve organizational outcomes.

His monthly First Friday Business Book Synopsis meetings at the Dallas Park City Club attract business professionals from throughout the DFW metroplex, and are now in their nineteenth year of existence.

Karl is an avid supporter of Relay for Life, sponsored by the American Cancer Society. For his walk completed on May 5-6, 2013 in Garland, Texas, he was the third highest fund-raiser in the region, and has raised over $6,000 in three years of participation. He was the # 1 individual fund-raiser in 2013 for this event.

He is active in the First Methodist Church at Garland, where he teaches adult Sunday School classes each week, and has been a member of the administrative board. Karl has been a guest speaker on numerous occasions for the PathWays service on Sunday evenings, and for the Men’s Breakfast at his church, as well as for FUMC-Sachse.

Karl is a strong supporter of literacy, beginning with children, and is an active fund-raiser for the Take Time to Read program, sponsored by the Texas Scottish Rite Hospital for Children.

His recent charitable activity is for Running for Clean Water (R4CW), for which he has been a silver-level sponsor. The 5K and 1K fun-race is designed to build wells to supply clean drinking water in Sierra Leone, Africa. Since 2014-2015, Karl has contributed more than $3,600 to the cause.

Karl is a member of the Education and Service Committee for the Grand Lodge of Texas, A.F.& A.M., and is a past presiding officer of numerous Masonic bodies within the fraternity. He is a 32° Knight Commander Court of Honor recipient from the Scottish Rite Bodies. He was a youth advisor for the Order of DeMolay, winning “Advisor of the Year” in Texas for four consecutive years from 1993-1996, and holds the highest award that the organization bestows, the Legion of Honor, for service to humanity.

You can reach Karl at (972) 601-1537, via e-Mail at kkrayer@udallas.edu, and through his web site at www.firstfridaybooksynopsis.com.