SPEECH 1311-52401 (MTWTHRF 14 lectures)

Dates:

Holiday break begins Friday, December 22, 2017 AFTER class is dismissed.
We return Tuesday, January 2, 2018.
Course ends Friday, January 5, 2018 at noon.

Please include your full name as well as Speech course and section number (SPCH 1311-52245) on ALL e-mail and telephone message communication with the professor.

Mark private messages with a “red,” “high priority” or “exclamation mark” (whichever your e-mail service uses) warning for sensitive-information messages to me so I can assure your privacy. Usually, I cannot discuss grades via e-mail due to FERPA*** laws. See me in person.

Office hours: Student may make appointment to meet with professor by sending an e-mail message or by visiting me in person either before class or after class to schedule an appointment.

Department of Speech/Communications

INTRODUCTION TO SPEECH 1311. This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.

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 Hrs.) Coordinating Board Academic Approval Number 2313045112
Spring 2018 courses

Note: If your work or other schedule changes, please see professor before dropping your class. I have other options as well for some students who have certain special needs.

Please see the attachment named “Daily calendar” in Blackboard for all dates, including assignment due dates. All dates are subject to change at any time upon the needs of the professor, the department, the division, the college and on a rare occasion even students.

Required:

1. **Textbook:** Seiler, William J., Melissa L. Beall and Joseph P. Mazer. *Communication: Making Connections* (10th ed.): Pearson: Boston. Seiler, Beall and Mazer’s 9th edition is acceptable as well. **You do not need the online code.** A used copy is fine. You need to spend the first week reading your textbook, then reviewing the limited information on your PowerPoints. Textbook will help you throughout the semester in course work and for the open-book final exam.

2. A public account at [www.youtube.com](http://www.youtube.com) for uploading your Informative speech video into Blackboard. Your name and face does not need to be on the account. It can be created “anonymously.” [Privately e-mail professor if you have concerns.](mailto:)

3. **Students are required to wear Student I.D. badge and keep it visible at all times on campus.**

   Note: The professor reserves the right to alter this course syllabus, and to do so as often as necessary, to fit the needs of both the professor and students. Assignments may be canceled due to weather conditions or added if we complete course work early. I will announce changes at the beginning and/or end of any particular class and post on eCampus e-mail. It is the student’s responsibility to be prepared for all changes. I will provide an addendum to your syllabus if any change alters your agreement with me and could affect your grade negatively.

4. You **must** sign a “Contract” with the professor as soon as possible. This will be an “assignment” in Blackboard worth 1 point. It states:

   “I have read Robin Fletcher’s syllabus. I understand his attendance requirements, his grading policy and assignments, and I agree to attempt to comply and complete as much of what is required as possible for me.”
Please limit the use of *any* electronic devices for texting, internet surfing or social media, or as a music or video player or book reader, *during* lecture time unless student(s) is/are instructed to do so for class assignments. Student(s) will not disrespect the professor, their peers or themselves by inappropriate use of electronic devices, by sleeping, and by reading novels, magazines or other publications not pertaining to this course. Students who continuously use racist, sexist or otherwise objectionable vulgar or hate language in our classroom may be asked to leave the classroom by the professor and therefore disciplined by El Centro College or by the ECC/DPD campus police.

You do not need permission to leave room for bathroom breaks or *emergency* cell phone use. Please do not re-enter classroom, or knock on door, when students are presenting speeches. Enter after your hear applause. *Please limit what you deem an “emergency.”* Though law says you are not required to do the following, please consider making professor aware of any medical issues that may interrupt lecture or perhaps might cause you physical harm or others harm as well. I will keep all information confidential. You may also have the office of accommodations send me a letter to specify any of your unique needs so I can make my best effort to accommodate you and give you the best possible college experience in speech class.

First amendment-style courses, such as speech and government classes, introduce *many* controversial theories and ideas about religion, politics, sexuality, age, gender identification, etc. These beliefs may differ profoundly from beliefs which a student has been taught by their parents, their preachers and their politicians. These lectures and comments made by professors and other students may offend you at times. Some people are so sensitive that mere disagreement with a religious or political belief becomes an offense to them. Professor says a student should always listen to lecture from the beginning of that conversation and think critically about the content and context to reduce or avoid taking offense. However, when a student is offended by a professor’s lecture(s), the following process is recommended:

1. Speak with the professor *if you feel comfortable doing so.* If professor does not solve your concern(s), then 2. send an e-mail to Speech Department Coordinator Derrick Payne (dpayne@dccc.edu). If Mr. Payne cannot solve your issue, then 3. contact either a) Academic Transfer Division Executive Dean Dr. Tony Mansueto or b) Associate Dean Will Smith in A340. If neither is available, or one of them cannot resolve your issue, your next course of action is to 4. visit the 2nd Floor Administration office of Vice President Greg Morris. If he is unavailable, then and only then should you 5. visit President Dr. Adames.

*Know that most classroom issues can be resolved by speaking to your professor. My advice is always to wait some hours or days to act since most heated emotions will not improve with any immediate compulsion. If you feel threatened by someone in class or outside of class, of course the best option is always to contact the ECC campus police at 214-860-2134.*

El Centro’s counselors are eager to help students in a crisis. Whether it is a problem with a professor or a peer, a family member or friend, a co-worker or an employer, or a stranger, or if you simply feel the need to speak to a licensed professional, schedule an appointment. Please visit Nurse Ken Johnson’s office on the 2nd floor across from the
Cash Office. The administrative assistant can contact a counselor. Also, I can and
gladly will make the introductions for you after class ends if you feel more comfortable.

For informative and persuasive speeches, topics must be approved by the professor and five-plus research sources must be available in the El Centro Library databases. I forbid using Wikipedia, Google, Bing, or any other internet source for research purposes unless specifically instructed by the professor to do so (only for one particular section of your Persuasive speech and Team project). All sources must be correctly cited in MLA format Times New Roman size-12 or size-14 font. ONLY the following databases should be used: eLibrary, Biography Reference Bank, Encyclopedia Britannica, and CultureGrams Online for Informative speeches and SIRS and America’s News Bank/Dallas Morning News for Persuasive speeches. Of course, professor may stipulates otherwise in rare instances. These databases each offer a copy/paste MLA citation that may require few or no font-case corrections. You may not use any other database without my permission for either articles or photos. Those who use other sources may automatically lose all points associated with research and may receive an automatic zero for the assignment(s).

Both speeches should be presented extemporaneously (with an outline and/or few notes) for 4-6 minutes. Several preparation steps are required for each speech. You must cite (“According to…”) at least five credible database sources from those articles in a key-phrase Outline with MLA Works Cited page and eLibrary or SIRS photos on a PowerPoint with MLA sources in credit lines under each photo as well as a Works Cited slide (3+ photo sources for Informative Speech and 1+ photos for Persuasive speech). Student may not present your speech until topics and pre-speech documents are submitted in Blackboard and graded with a 70 or higher. Your first upload when submitted early or on time allows for a free revision after I make suggestions in the “Comments” section of your Blackboard. Each upload thereafter may cost at least 10 points off your original 100-point maximum. Late work may be graded with automatic point-loss prejudice. I’ll explain your mistakes, if there are any, in the Comments section of Blackboard’s assignments. Since you may have uploaded revisions more than once, please check the most recent upload for the most recent comments from me.

No speech may be substituted for any other assignment (i.e., research paper). I do not always allow makeups, but when I do I reserve the right to incur a stiff penalty. Speeches must be given on the day that you are assigned. If this is not possible for any reason, the student may or may not be allowed to present her/his approved topic. However, if I allow a make-up, a letter-grade penalty may be assessed for each day the student is late presenting a make-up assignment.

You must not change your topics without approval from the professor. If you do you may expect to earn an automatic grade of “Zero.” I do not like surprises--sometimes they hurt people!

Restricted persuasive topics include abortion and death penalty (pro or con), corporal punishment/spanking (“Why we should spank our kids with a belt to show we love them”), pro-religion speeches (“Why you should become a Christian” or “Please convert to Wicca”), and all pro-violence, racist, or sexist speeches against people and their basic civil rights (“We should send all Mexicans back to Mexico,” “We should bash a homosexual or transgendered person” or “Women who dress slutty deserve to be assaulted”). These topics may be discussed in class lecture for one reason or another, but they will not be allowed as speeches. Persuasive topics are often very controversial. I have witnessed these forbidden topics create unnecessary tension and even a hostile environment in classrooms, both as a college student witnessing speech presentations and as a professor doing the same.
Please remember that when you have an opinion, it can be difficult to consider or accept any change in your opinion. However, after research you may realize you have doubts about the issue after all or were wrong to believe as you did before. This has happened to me many times in my five-plus decades. However, listening to differing viewpoints is your duty as a college student and thus as a critical thinker. It helps us shape our future decisions as parents, as a police officer, as a teacher, as a doctor or nurse, as a lawyer, as a voter, and simply as a student of life. Our El Centro College slogan is “Critically Thinking Things Through.” That sometimes means putting aside your beliefs, at least temporarily, in order to seek out or be targeted to witness other information through your research or that of another peer. This can create what is known as cognitive dissonance (discomfort upon hearing opposing beliefs). That may be uncomfortable, but we in pedagogy feel it is often necessary for academia.

Grade Legend:

I grade on a zero-point to 1,000-point scale:

900+ points=A  *  800-899=B  *  700-799=C  *  600-699=D  *  0-599=F

\[ N=\text{No participation after the official drop date.} \]

A weekly assignment calendar will be provided by Professor before the first day of class. It will be posted in Blackboard folder of “Syllabus” as well as an announcement.

Tentative assignments: Point value maximum (0-100) per assignment:

Surveys: PRCA-24 survey: 50 points maximum, followed by Wise Choice survey: 50 points maximum. The PRCA-24 survey should be uploaded into Blackboard as a .jpg photo using your electronic device camera or completed in Adobe writer program online. The WC can only be completed after the PRCA since PRCA-24 answer #19 leads to the first of the Wise Choice survey answers. This assessment will be uploaded into Blackboard as well.

Checking Perceptions essay: 100 points maximum. Required for THECB and QEP assessment. This stereotyping story will be uploaded into Blackboard as a .docx Word document only.

Informative Speech presentation: 100 points maximum. An approved, facts-only topic (person, place, object, disease, company, etc.) presented 4-6 minutes using an Outline and a photo-dominant, minimal-text PowerPoint. Rubric requires 20 individual criteria graded on a 0-5 point scale. Three or more content sources are required from only the databases eLibrary, Biography Reference Bank, CultureGrams Online, and Encyclopedia Britannica. Watch for a detailed announcement about which database to use for what Informative subject/topic which will also be posted in Blackboard. You will be required to use MLA citations available as copy/paste in those databases, along with a key-phrase Outline and PowerPoint with 3+ photo sources placed in credit lines under each photo and on Outline works cited page as well as the PowerPoint Works Cited slide. These pre-speech documents are due in Blackboard BEFORE presentation date. Professor needs time to review them for approval or resubmission. Student cannot present without accurately completing the pre-speech documents. Professor will provide guidelines, document templates and examples for easy preparation. Speeches must be recorded for SACS assessment.
purposes. If there is a video or audio problem, professor may need to ask student to repeat presentation, with apologies.

**Informative Outline** and **Informative PowerPoint**: each 100 points maximum. Keyword Outline template and PowerPoint template will be provided. Your first document uploaded into Blackboard will be considered a rough draft unless accurate. I’ll explain your mistakes if it is unacceptable and you will need to make corrections as soon as possible. Please write any comments (such as “This is a rough draft. I am still working on it.” or “This is my final draft. Please review and offer suggestions.”) in the “Comments” section of your Blackboard assignment. Look under “Write Submission” and “Search Computer.” Thereafter, student is allowed one free resubmission to make corrections suggested or required by professor. ALL sources for your Informative Outline content and PowerPoint photo must be listed alphabetically by the first word (other than “A,” “An” or “The”) on a Works Cited page or Works Cited slide. **NO Web research is allowed under any circumstance.** The Outline pre-speech document will be uploaded into Blackboard as either a Microsoft Word .docx document or an Adobe .pdf document only. The PowerPoint will be uploaded as a Microsoft PowerPoint .pptx document only. **Remember: All photos and facts research for Informative speech must come from eLibrary, Biography Reference Bank (if a person), CultureGrams Online (if a place), and Encyclopedia Britannica (person, place, disease) databases ONLY. NO WWW or personal photos are allowed under any circumstance.**

**Informative Speech Recording link**: 25 points. Student will be directed to upload a hyperlink to his or her presentation recording. Professor will provide details at a later date.

**Informative Speech Self-Assessment**: 50 points maximum. The self-assessment critique of student's informative speech is to be completed after speech has been presented. A template for it will be provided. This will not be accepted until all parts of the grading rubric have been followed to professor’s satisfaction. This post-speech assessment will be uploaded into Blackboard. Use rubric and your video to assess. This after-speech assessment will be uploaded into Blackboard as a .pdf document only.

**Persuasive Speech presentation**: 100 points maximum. You may present only an approved problem and solution topic presented for 4-6 minutes after you have a) completed the required Informative Speech and b) completed and uploaded the required pre-speech document (Persuasive Outline) in Blackboard with an earned grade of 70 or higher. Rubric will be provided to student. You are graded 0-5 points on 20 individual items on this rubric. Rubric is attached so you can see those 20 gradeable criteria.

**Persuasive Outline**: 100 points maximum. Keyword outline template will be provided. Your first document uploaded into Blackboard will be considered a rough draft unless accurate. I’ll explain your mistakes if it is unacceptable and you will need to make corrections. Thereafter, student is allowed a resubmission. ALL sources for Outline must be listed alphabetically by the first word (other than “A,” “An” or “The”) on Outline Works Cited page. Three or more research sources must come from eLibrary or SIRS and sometimes a Texas newspaper listed in the America’s News Bank database unless professor states otherwise. **NO Web research is allowed under any circumstance except by order of professor.** This pre-speech document will be uploaded into Blackboard as a .pdf document only. You need at least three SIRS database sources in MLA format for your Outline and at least one photo in MLA format from only eLibrary or SIRS on your Outline. Your first attempt will be considered a rough draft unless accurate. I’ll explain your mistakes if it is unacceptable. Thereafter, EACH resubmission still unacceptable will cost the student points until the document is accurate.

**Persuasive Speech Recording link**: 25 points. Student will be directed to upload a hyperlink to his or her presentation recording. Professor will provide details at a later date.

**Team Project Essay and Blackboard Group Discussion**: 100 points maximum. Employment interview project for group project. Resume may be required. Students will discuss job interview questions from a Forbes article posted by the professor and will contribute to the discussion EVERY WEEK weeks 4-15. Before students can take their Final Exam, students must write an essay in Blackboard about their
experience working with people on Blackboard Group Discussion Board. That essay will be uploaded into Blackboard in the “Write Submission” field.

**Final Exam**: 100 points maximum, 25-50 questions. These comprehensive exams cover all materials from semester. Final exam is open notes/book. I rarely allow make-up finals or early takes. Final may be completed online for students with a special need if agreed to by professor.

The following required assignments are worth 0 (zero) points. However, what you learn from some of these will help you with later assignments: **Daily critical thinking chapter assignments** (see last slide of most PowerPoint chapters), **Informative speech critique** of Lisa Henry’s Oprah Winfrey speech and **Persuasive speech critique of Jorge’s Be a Hero speech**.

**Note**: Students may be expected to complete some of these assignments outside of class.

**NOTICE**: We MUST strictly adhere to the Family Education Rights and Privacy Act (FERPA) laws as well as the many assignment requirements of the following college education-governing bodies: Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) for federal financial aid through accreditation; Quality Enhancement Plan (QEP); The Texas Higher Education Coordinating Board (THECB) and its Academic Course Guide manual (ACGM); and the DCCCD District Core Tier 1 course requirements. This means we have multiple assignments that must be completed, measured and assessed to satisfy all aspects of our multiple governing bodies. Understand that some assignments may satisfy multiple governing body requirements, but most will only need to be completed ONCE in THIS class, though you may have multiple classes assessing.

**FERPA**: As a professor, I cannot provide anyone, not even a spouse or parent, your course information without written permission from you and approval from El Centro Administration as required by federal law: [http://www.ecfr.gov/cgi-bin/textidx?c=ecfr&sid=11975031b82001bed902e3c73f33e604&rgn=div5&view=text&node=34:1.1.1.1.33&idno=34](http://www.ecfr.gov/cgi-bin/textidx?c=ecfr&sid=11975031b82001bed902e3c73f33e604&rgn=div5&view=text&node=34:1.1.1.1.33&idno=34).

**** Students must complete assignments that satisfy Southern Association of Colleges and Schools requirements for federal financial aid through the Commission on Colleges accreditation with a direct-assessment quantitative Ch. 2 quiz, and an informative speech, and each of the pre-and post-speech documents as well: [http://www.elcentrocollege.edu/programs/health-accreditationlicensureand-registries](http://www.elcentrocollege.edu/programs/health-accreditationlicensureand-registries). We must administer a critical-thinking survey that satisfies the Quality Enhancement Plan (QEP): [http://www.elcentrocollege.edu/about/quality-enhancement-plan](http://www.elcentrocollege.edu/about/quality-enhancement-plan). Some assignments that satisfy the four of the six component areas of the ACGM Core Objective to satisfy the THECB Core Curriculum: Critical Thinking, Communication, Teamwork and Personal Responsibility: [http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm). We must complete the critical thinking assignments to satisfy course Tier 1 course guidelines instituted at DCCCD District level: [https://www1.dcccd.edu/Catalog/ss/transfer/core.cfm](https://www1.dcccd.edu/Catalog/ss/transfer/core.cfm).

If life proves too hectic this and the student cannot come to class on time and stay for every lecture, I must recommend that the student consider either dropping this course or seek advice from his or her major advisor or someone in counseling or administration to determine how to approach this respective issue. ECC needs student retention, but attending class is a choice made by the student. There are few, if any, excused absences. Remember, FERPA does not allow us to discuss student’s college attendance, grades or issues with anyone other than a FERPA-trained college representative, and certainly not a parent or spouse who does not have student’s signed
and dated permission.) **Upon missing nine hours of lecture, you have failed this core class automatically, regardless of reason(s).** It is *not* the professor’s responsibility to contact a student and provide the number of absences accrued—the student must keep track of that.

Each student should read the DCCCD/El Centro College student handbook to understand that this professor follows the rules. No illegal drugs or herbs, alcohol, tobacco of any kind, or electronic cigarettes are allowed in our classroom. Certain clothing may not be allowed—please no T-shirts or accessories with vulgar wording or X-rated photos, no pajamas are allowed in classroom. Some rooms forbid food and drinks from being consumed—signs are posted in those specific rooms. We must provide a professional, safe and acceptable environment for our students and the general public.

Students should read the 2007 Texas Six-Drop Law as well as other important information that can affect course grades. [https://www1.dcccd.edu/cat0910/ss/oep/dw.cfm?use_nav=acad_info&loc=ECC](https://www1.dcccd.edu/cat0910/ss/oep/dw.cfm?use_nav=acad_info&loc=ECC)

*Withdrawing from a class is the responsibility of the student.*

Important information you need to know about dropping courses. Effective 2007, section 51.907 of the Texas Education Code applies to first-time freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in DCCCD Dual Credit, Early College and Collegiate High School are waived from this requirement until they graduate from high school.

Based on this law, DCCCD or any other Texas Public institution of higher education may not permit students to drop more than six college level credit courses for unacceptable reasons during their entire undergraduate career without penalty. All college-level courses dropped after the official drop and add period for the course are included in the six-course limit, including courses dropped at another Texas public institution of higher education, unless the student demonstrates to an appropriate college official that one of the following events occurred to the student during the semester or summer session:

- *A severe illness or other debilitating condition that affects the student's ability to satisfactorily complete the course.*

- *The student's responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student's ability to satisfactorily complete the course.*

- *The death of a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's death is considered to be a showing of good cause.*

- *The active duty service as a member of the Texas National Guard or the armed forces of the United State of either the student or a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's active military service is considered to be a showing of good cause.*

- *The change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course.*
• Other good cause as determined by the college official.

Contact your college's Admissions/Registrar's or counseling/advising office for further details related to exceptions or visit the FAQ's on Facts about Dropping Classes at https://econnect.dcccd.edu/eConnect/droppingfacts.html. The Texas Higher Education Coordinating Board finalized its rules associated with this statute on October 25, 2007. Students affected by this law who plan to attend another institution of higher education should become familiar with that institution's policies on dropping courses.

To drop a class or withdraw from the college, you must follow the prescribed procedure. It is your responsibility as a student to drop or withdraw. Failure to do so will result in your receiving a performance grade, usually a grade of "F". You can drop or withdraw from classes in three ways:

1. Withdraw in person... Visit your college Admissions/Registrar’s Office:
   http://www.dcccd.edu/Current+Students/Registration/Admissions+and+Registrar+Offices.htm and complete form.

2. Withdraw online... Drop classes online through eConnect:
   https://econnect.dcccd.edu/eConnect/eConnect?TOKENIDX=8094075819&SS=LGRQ&APP=ST&amp;URL=https%3A%2F%2Feconnect.dcccd.edu%3A443%2FeConnect%3FTYPE%3DP%26PID%3DWESTS04C%26CONSTITUENCY%3DWBST%26ERROR=Please+Log+In+before+accessing+Workflow+item+WESTS04C.&CONSTITUENCY=WBST. You must be eligible for online registration to drop or withdraw online. To see if you are eligible, visit https://econnect.dcccd.edu/getstarted/eligibility.html (login required).

3. Withdraw by mail or fax... Print this drop form (PDF - 36KB):
   http://www.dcccd.edu/formspdf/DropRequest.pdf, fill it out and mail or fax it to your college Admissions/Registrar’s Office.
   A drop/withdrawal request by any means must be received in the Admissions/Registrar's Office by the official drop/withdrawal deadline as indicated on the Academic Calendar and the current class schedule. No drop or withdrawal requests are accepted by telephone or email.

See Refund Policy for possible refund eligibility. See Repeat policy.

CONCEALED CARRY: Persons who hold a license to carry may carry a concealed handgun on College District property as permitted by law and College District policy. A license holder who carries a handgun on College District property must keep it concealed and on or about their person at all times. The open carry of a handgun (i.e. completely or partially visible) is prohibited on College District property, including any public driveway, street, sidewalk, walkway, parking lot, parking garage, or other parking area.

WEAPONS: The use, possession, or display of a weapon in violation of law and College District policy is strictly prohibited. This prohibition applies to firearms, knives, clubs, fireworks of any kind, incendiary devices, razors, chains, throwing stars, and any other device designed to expel a projectile or to inflict bodily harm. Violations may result in disciplinary action and/or criminal penalties.

Campus gun policy effective Fall 2017.pdf

Accessing eCampus: Go to www.elcentrocollege.edu Login using a lowercase ‘e’ along with your ECC Student ID (i.e., e1234567 – this is your username). Input your password that is the same as your username unless you have changed it. (i.e., e1234567). Click SPCH 1311.
Speech 1311 DAILY COURSE CALENDAR FOR WINTERMESTER

This assignment calendar is TENTATIVE. This means I may change any assignment, any day at any time, by postponing it, canceling it altogether, or requiring it earlier than originally scheduled. Students must be in class to know of these changes. I post them on eCampus announcements as well as announce them in class, which means if you do not know about a change in assignments or dates, it is YOUR fault because knowing what is due, even when changed, is YOUR responsibility. You may at any time check your class announcements in Blackboard if you miss class or do not for some reason receive my e-mails.


Introductions of students and professor.

Review the class Syllabus and Daily Calendar on first class lecture day.

Instructions will be provided for signing the Contract to confirm you read, understand and agree with the Syllabus requirements. Students who do not complete this task may be asked to drop my class. Also, I have two videos on www.youtube.com you can watch explaining your Syllabus and Contract. They will soon be available to students.

PRCA-24 Survey administered in class on either the first class lecture day if we have time or second class lecture day for certain. Circle Question #19. This question serves as the equal to Question #1 of the Wise Choice Survey. Also, I have two videos on www.youtube.com you can watch explaining your Surveys. They will soon be available to students.

Professor will show you in class how to answer questions and how to save in Blackboard. You must be in class or else you will likely already fall behind. Directions and Screen caps for logging in to Blackboard and for downloading and uploading documents will be available soon for those who were not in class.

Contract and both PRCA and Wise Choice Surveys are due in Blackboard tomorrow or sooner. The earlier you get these assignments completed and uploaded into the correct Blackboard assignment module, the quicker I will review your assignments and make suggestions to correct for a possible higher grade. I guarantee no second chance if you turn it in that last possible day. I assign a zero after deadline above REGARDLESS of excuse(s). I strongly recommend using Microsoft Word on a college computer to complete the Wise Choice. It may be uploaded as an attachment with “Search My Computer” or copy/paste into “Write Submission.” DO NOT write or paste it in “Comments.” DO NOT send it to my e-mail address.

Day 2: Tuesday, December 12, 2017.

We will lecture Chapters 1-2.

Chapter 2’s Checking Perceptions Essay (stereotype story) is explained. It is due 12 pm Monday (after the weekend).
I will upload Chapter 2 of the 9th edition of Seiler, Beall and Mazer’s in .pdf format with your MLA citation as required for the research portion of this essay. Please read Chapter 2 before attempting the assignment. Also, I have a video on www.youtube.com you can watch explaining Perceptions. It will soon be available to students.

The earlier you get this assignment completed and uploaded into the correct Blackboard assignment module, the quicker I will review your assignments and make suggestions to correct for a possible higher grade. I guarantee no second chance if you turn it in that last possible day. I assign a zero after deadline above REGARDLESS of excuse(s). I strongly recommend using Microsoft Word on a college computer to complete the Perception Check Essay.


We will lecture Chapter 11. We will brainstorm both Informative and Persuasive speech topic ideas on this day.

We will watch and “grade” the Oprah Winfrey fan’s Informative speech and discuss the speaker’s strengths and weaknesses. There are no points for this exercise, but it is VERY important in strengthening your speech preparation and presentation success.

In Blackboard you will find a “Topics” assignment at the top of your Informative Speech folder assignment. You will soon “propose” 10+ Informative topic proposals by writing just the topic (no explanation yet) in each respective assignment module. Also, I have a video on www.youtube.com you can watch explaining your Topic choices. It will soon be available to students.

Eventually, you will select, research, prepare and present only one Informative speech topic. The Speech Department nevertheless requires we give you many choices rather than assign one specific speech option for you. Also, I require you to have multiple choices in case you decide you do not like your original topic choice, so you have my approval already to change that first topic choice and begin researching another topic.

Please do not attempt this assignment until we have completed our respective chapter lectures and brainstormed topic ideas in class. Please do not record these topic proposals in their Blackboard assignment modules until you have researched the eLibrary database for the Informative Topic news articles and photos. I will explain this later, but I require this general step to determine whether the topic search results in enough news articles and/or photos to be able to present the topic as a speech.


We will lecture Chapter 12. We will brainstorm Persuasive speech topic ideas on this day.

We will watch and discuss the weaknesses and strengths of the Persuasive speaker George the Great’s “Be a hero” speech. There are no points for this exercise, but it is VERY important in strengthening your Informative speech preparation and presentation success.
In Blackboard you will find inside the “Topics” folder your Persuasive speech topic assignment module below the Informative topics assignment. Also, I have a video on www.youtube.com you can watch explaining your Topic choices. It will soon be available to students.

You will select the Persuasive topics assignment module and “propose” 5+ Persuasive topics by writing just the topic (no explanation necessary yet) on a 1-5 list. I have compiled a spreadsheet document in that folder for download. It lists one column of “cliché” topic, one column of “bullying” topics, and one column of “recent/other” topics presented by students in class recently. You will select one topic from each of those as well as two topics of your choice.

Again, do not attempt this assignment until we have completed our Chapter 12 lecture and brainstormed topic ideas in class. Please do not record these topic proposals in Blackboard until you have researched SIRS and eLibrary databases to determine that each topic lists 3+ news articles on that topic. Eventually, you will select, research, prepare and present only one Persuasive speech topic, of course. These topics must be uploaded in Blackboard by midnight. Probably, we will do it in class if you attended class. Once I have approved any or all your topics, you may begin researching one for your Persuasive Outline.

_________________________________________________________


We will lecture Chapters 3-4-5-6-7-8-9-10 today.

_________________________________________________________


We will lecture Chapters 13-14-15-16-Appendix today.

_________________________________________________________

Day 7: Tuesday, December 19, 2017.

Today we will research topics and work on your Outlines and PowerPoints in the Lab.

_________________________________________________________


We will administer your Midterm Exam in the Lab.

We will begin Team Project after the Final Exam in the Lab. We will not spend long on this, because you will do much of it at home over break.

Each student will be assigned to a Team. Students will read a Forbes magazine job interview news article and a moral dilemma news article about the dangers of employees who post on social media found in People magazine, each posted in Blackboard’s Group Discussion Board.
Students will be required to communicate virtually at least once weekly during the next two months. They will discuss job interview experiences and offering advice, experiences, and solutions to their peers when discussing the two news articles. Students will be required to write an informal essay by Week 15. It will be uploaded into Blackboard in the Team Essay assignment module to receive the points for this assignment.


Lab Day to work on and/or complete all research for Informative Speech Outline and PowerPoint and, if you have completed those, your Persuasive Speech Outline.

I recommend no one ask me questions or comment such as “Do I really have to come to campus?” or “May I work at home?” or “I am finished with everything.” I promise you are not finished with EVERYTHING. Keep reading this calendar.


Professor will present and/or show my pre-recorded speech videos Informative speeches on subjects such as “The Green Lantern,” “Adam Levine,” “Lost” TV series, “The Joy Luck Club” movie, and other topics on Monday and Tuesday. Students will grade me and we will discuss my preparation and presentation. This should greatly strengthen your ability to present yourself.

Lab Day to work on and/or complete all research for Informative Speech Outline and PowerPoint and, if you have completed those, your Persuasive Speech Outline.


Informative Speech presentations. Informative Speech Self Assessment is due immediately after speeches.


Team and Group Discussion Board final discussions before deadline to upload Team Essay into Blackboard in Lab.

Persuasive Speech presentations.

Day 14: Friday, January 5, 2018.

Final Exams in Lab.

Any assignment, point value for that assignment, date of assignment or other date is subject to change upon the discretion of the professor.

Online class(es) students will have the same schedule. Online Students will receive an edited video link to my lecture or lectures from each class every day. Students will receive these via Blackboard Announcement e-mail messages daily. You must watch them in YouTube.com.