SPCH 1311-82245
Introduction to Communication

<table>
<thead>
<tr>
<th>Professor:  Mr. Gilberto Castillo</th>
<th>Office hours: By appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Phone: 972-761-6789</td>
<td>Office Location: Crockett Hall, Room 207</td>
</tr>
<tr>
<td>Class Meeting Place: WH125</td>
<td>Email: <a href="mailto:GilbertoCastillo@dcccd.edu">GilbertoCastillo@dcccd.edu</a></td>
</tr>
<tr>
<td>Class Meeting Time: 12/11-12/15, 12/18-12/22, 1/2-1/5, 9:00am-12:30pm</td>
<td>Class Credit Hours: 3</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION

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

Prerequisite Required: College level ready in Reading and Writing.

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.

SPCH 1311 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.
REQUIRED TEXTBOOK/MATERIALS/READINGS

- Additional course readings and documents will be available via Blackboard.
- Pen/pencil
- Notebook with pockets for taking notes and storing handouts
- Access to a computer with Microsoft Word and Powerpoint and a printer
- USB drive to obtain recorded speeches (must have enough free space to accommodate a large video file)
- Index cards (4 X 6) for delivering oral presentations

COURSE REQUIREMENTS

Engagement Activities. A number of engagement activities will be administered throughout the semester to keep you involved in the course content. These activities will consist of quizzes, in-class activities, and extra credit. Please know that there are no make-ups for any of the engagement activities unless you were absent for a legitimate reason.

Speeches. Five speeches will be required for you to deliver throughout the term: self-introductory, informative, two impromptu, and a group presentation. Instructions and grading criteria for each speech will be explained in advance before they are scheduled to take place.

Class Attendance and Participation. You have the opportunity to earn up to 50 points toward your class attendance and participation grade. The number of points you earn is based on the number of classes you fully attend and how much you participate in class discussion. The points you earn is based on the following:

- 0 absences = 50
- 1 absence = 48
- 2 absences = 45
- 3 absences = 35
- 4 absences = 25
- 5 absences = 15
- 6 absences = 0

Attendance will be taken within the first 5 minutes of class. If you are not in your seat 5 minutes after class has started, leaving early without letting the instructor know in advance, or not coming back on time when released for an on campus out-of-class activity, will result in an absence. You get one free absence that doesn’t count against you. In the case of an excused absence: Student must bring official documentation explaining why you did not attend class. For example: Doctor’s excuse, funeral notice/obituary, receipt for car repair, etc. Minor illnesses, that do not require doctor visits, should be reported to me prior to the beginning of the class. Email me at any point before class begins.

Important: If you miss 6 or more class periods you will be encouraged to drop the course. The last date you may drop a course with a “W” is December 22, 2017. After this date, you will remain enrolled in the course and receive whatever letter grade you earn.

Final Exam. TBD
COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engagement Activities</td>
<td>100</td>
</tr>
<tr>
<td>2. Class Attendance &amp; Participation</td>
<td>50</td>
</tr>
<tr>
<td>3. Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>Introductory Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Informative Presentation</td>
<td></td>
</tr>
<tr>
<td>(Presenting the intro, body, &amp; conclusion)</td>
<td>100</td>
</tr>
<tr>
<td>Two impromptu Speeches (50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Grades will be distributed in the following manner:

- 500 – 450 = A
- 449 – 400 = B
- 399 – 350 = C
- 349 – 300 = D
- 299 – 000 = F

PROPOSED CLASS SCHEDULE
(This schedule may be revised and adjusted to meet the learning needs of students)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-11</td>
<td>• Welcome &amp; Course Introduction</td>
<td>Read: Chapter’s 1, 4, 5, &amp; 6; Introductory Speech Assignment</td>
</tr>
<tr>
<td></td>
<td>• Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 1: Communication: What &amp; Why?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 4: Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 6: Nonverbal Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chapter 5: Listening</td>
<td></td>
</tr>
<tr>
<td>12-12</td>
<td>• Self-Introductory Speeches</td>
<td>Read: Chapter 8, Chapter 13 (pp. 352-358), Chapter 11 (pp. 299-306); Informative Presentation Assignment</td>
</tr>
<tr>
<td></td>
<td>• Chapter 8: Improving interpersonal Communication</td>
<td></td>
</tr>
</tbody>
</table>
|       | • Chapter’s 11, 12, & 13: Informative Speaking & Preparation Fundamentals | Self-Introductory Speeches
<p>|       |                                                | Quiz #1: Chapter 1                                         |
|       |                                                | Quiz #2: Chapter 5                                         |
|       |                                                | Turn in: J.Q. #1                                           |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 12-13 | • Chapter 12: Citation of Sources and Supporting Material & Organization your Speech, Outlining, & Introductions  
• Meet with instructor & colleagues for feedback & approval of your topic & bibliography  
  
  **Read:** Chapter 12 (pp. 324-325, 332-333, 335-340, 354-355, & 359-362)  
  
  **Turn In:** Topic and Bibliography |
| 12-14 | • Chapter 11: Types & Guidelines for Delivery, Managing Apprehension  
• Chapter 13: Using Visual Aids  
• Chapter 12: The Conclusion  
• Meet with instructor & colleagues for feedback and approval of your introduction  
  
  **Read:** Chapter 11 (pp. 311-313 & 307-309);  
  Chapter 13 (pp. 361-365); Chapter 12 (p. 334)  
  
  **Turn In:** Rough draft of Introduction |
| 12-15 | • Meet with instructor & colleagues for feedback and approval on the body & conclusion of your informative speech  
  
  **Turn In:** Rough Draft of the Body & Conclusion of your Informative Speech  
  
  Present Intro of Informative Speech |
| 12-18 | • Informative Presentations  
  
  **Turn In:** Typed Outline |
| 12-19 | • Informative Presentations |
| 12-20 | • Impromptu Presentations |
| 12-21 | • Impromptu Presentations |
| 12-22 | • Chapter 9 & 10: Communicating and Solving Problems in Groups & Teams  
• Determine groups  
• Prepare for Group Presentations  
• Presenting in groups  
  
  **Read:** Chapter’s 9 & 10; Group Presentation Assignment |
| 12/23-1/1 | • No class – Holiday break  
  
  **No class – Holiday break** |
| 1-2 | • Work on Group Presentations |
| 1-3 | • Work on Group Presentations |
| 1-4 | • Group Presentations  
  
  **Group Presentations** |
| 1-5 | • Final Exam |
COURSE POLICIES

Completion of Assignments. It is assumed that you will turn your assignments in on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before submitting them, and no late work will be accepted.

Other Policies.

- Please use language that is professional and appropriate at all times.
- Please be prepared for class at all times: bring your textbook, bring your own pen/pencil, and provide your own materials such as staples and/or paperclips, etc.
- Cheating, collusion, and plagiarism are unacceptable. All work, except the group project, should be 100% your own. If I catch that you have engaged in these activities, I will give you a 0 for the assignment and/or report your activity to college authorities.
- Please do not study for another class or do other work during our class time.
- Please silence your cell phones when you come to class. Texting or accepting phone calls during class is unacceptable. If you are expecting an emergency call, please tell me that BEFORE class begins, turn your phone on “buzz” and leave class when you take the phone call. Otherwise, points will be deducted from your grade.
- Please remove all earphones while in class. I am a firm believer that you can only listen to one message fully at a time. I expect that you will be listening to what’s going on in the classroom.
- Laptops and other devices may be used for note-taking. However, if you are surfing during class, or doing anything unrelated to what is going on in the classroom, points will be deducted from your grade.

Institutional Policies: [www.richlandcollege.edu/syllabipolicies](http://www.richlandcollege.edu/syllabipolicies)
Administrative Assistant. To get your questions answered quickly, I would like you to depend on your administrative assistant. Prior to communicating with me about such queries as:

- What chapter are we supposed to read?
- What’s due on Thursday?
- How many minutes is the presentation supposed to last?

I would appreciate and prefer that you first check with your administrative assistant. [Please note: If you have any questions about course content, communicate directly with me.] My administrative assistant for SPCH 1315 is:

Name: ___________________________
Phone Number: ____________________
Email: ___________________________

My Commitment to You: To see that the course objectives on pages 1 and 2 are met, I’m committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. I will begin and end every class on time. I will respect your time and I expect you to respect my time. I expect you to come to class prepared ensuring that you have read the appropriate readings and have completed the necessary homework. During your preparation for each class, I expect you to write down questions that you want answered during class. If there is anything I can do to make this course more relevant to you and your professional goals, please let me know. I encourage you to take advantage of my office hours. I will help you in anyway I can. Thank you in advance for what I know is going to be an incredibly rewarding semester for all involved.

I’m glad you’re a student in my class. Thanks for being here.

~Mr. Castillo

Changes to the syllabus. This syllabus is considered a contract between you and me, but may be subject to change or modification. Any changes or modifications will be communicated to all class members during class and via Blackboard.