COURSE SYLLABUS

SPCH 1321  Section 72201  Year 2017/18

VISUAL AND PERFORMING ARTS DIVISION
Office Hours: 8:00 a.m. – 6:00 p.m. Mon–Thu,
8:00 a.m. – 4:30 p.m. Fri
Location: L129, Telephone: 972-273-3560

This course syllabus is intended as a set of guidelines for (Course). Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course. Institutional Policies relating to this course can be accessed from the following link www.northlakecollege.edu/syllabipolicies

Instructor Information: Sonya Hopkins  Email: shopkins@dcced.edu
Office Phone: 972-273-3564 Central  Office Location: A303 Central/North
Office Hours: posted in eCampus

Course Information

Course title:  Business and Professional Communication
Course number:  SPCH 1321  Section number:  72201  Credit hours:  3

Course description: Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced.  Course prerequisites: None

Required or Recommended Textbooks and Materials

Required Textbook:  1 Course Text with Connect Code purchase (Code equates to Points) Business and Professional Communication, Cardon Edition 2 ISBN OR Edition1 with Optional Connect Access (can begin with Free Trial and then may be purchased)

Optional Book:  StrengthsFinder 2.0 by Tom Rath (Must be purchased NEW) has an online code in a sealed red flap at the back of the book; do not buy a used version as the code is needed.
Course Objectives

Study and application of communication within the business and professional context. Special emphasis will be given to communication competencies in presentations, dyads, teams and technologically mediated formats.

Upon successful completion of this course, students will:

1. Demonstrate communication competence and critical thinking through an understanding of the foundational communication models.
2. Demonstrate essential public speaking skills in professional presentations.
3. Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership and performance appraisals.)
4. Apply essential dyadic and small group processes as they relate to the workplace.
5. Utilize various technologies as they relate to competent communication.
6. Demonstrate effective cross-cultural communication.

Specific Course Learning Outcomes

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

Learning Outcomes 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.

Course Objectives

REQUIRED CORE OBJECTIVES – TO TEACH AND ASSESS IN EVERY COURSE IN THIS FCA

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
  - Listening
  - Written
  - Oral
  - Visual
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
Means of Assessment of Course Learning Outcomes

METHODS: Students will be responsible for learning/enhancing skills through use of:

--written assignments --oral activities --individual & group activities --lectures

--class presentations --research --technology use.

Students are encouraged to review evaluation rubrics posted in eCampus. College level reading, writing, speaking, listening, computer literacy and critical thinking skills are essential to successfully complete this course. Sample speeches are posted on YouTube: Channel—shopkinsbarnes.

Evaluation Procedures: Exams and Assignments

Specific Learning Activities

Public Speeches. (A TYPED OUTLINE IS DUE ON THE DAY OF EACH STUDENTS ASSIGNED SPEECH)

LATE work, on any assignment, is NOT accepted. You want to be creative with how you present your speeches, but you MUST also remember your target audience. The context for your speech is a professional/academic audience. You should NOT post anything that could harm your opportunities for future employment, political service, or that violates any local, state, or federal laws.) The following speeches address Intellectual Competencies 1-6 and Educational Objectives 1-6.

NOTE: ANY SPEECH READ FROM NOTES WILL NOT RECEIVE ABOVE a "C" GRADE. Your goal must be to communicate clearly with your intended audience. (IT IS IMPORTANT TO STAY WITHIN THE TIME LIMITS FOR THE ASSIGNED SPEECHES. FAILURE TO DO SO INDICATES THAT YOU HAVE NOT THOROUGHLY PREPARED AND PRACTICED FOR THE ASSIGNMENT AND WILL LOWER YOUR GRADE). The following speeches address Intellectual Competencies 1-6 Educational Objectives 1-6.

1. Career Objectives -- This is an informative speech and you are to have a visual representation of how you see your professional life in the future. Present a 3-5 minute speech telling class about your career goals, major, income range, etc. You will have 3-4 academic sources; required to turn in a Typed outline of your speech at the time of delivery. We will videotape these speeches and you will critique yourself. (You must have visual aid). Minimal notes only. See handout.

2. Product Demonstration -- 5 minutes. This is a process speech and you will demonstrate to the class how to utilize a product as if you were selling it to the audience. (You must have visual aids). Minimal notes only. A typed outline of your speech is due at the time of delivery. See handout.

3. Reaction (Persuasive) Speech – 5-7 minutes. You want to select a topic that addresses Sustainability (Environmental, Financial, or Wellness). Please consider controversial topics related to your future career. You may wish to find articles presented in Forbes, Popular Science, Scientific American, Science News, NPR, or on the United Nations homepage. Once your topic is approved, you must support your point of view with college level supporting materials (expert testimony, statistics, etc.) through the use of five or more oral footnotes in your speech. Turn in to me a typed outline (with parenthetical documentation), works cited page (MLA format).

4. Group Panel Symposium and Problem Solving -- You and three or four others, will decide on a topic of current interest for your group to thoroughly research. Students will create a business proposal to present to a group of investors. Each group member will speak for 4-5 minutes during the panel discussion to give his/her sales pitch and research about the topic. There will be a question and answer period at the end of the presentation. The group needs at least five sources cited during the panel discussion. The group will need to rehearse this presentation
outside of class and provide the class with a one page summary sheet of the plan before the panel begins (preferably the class before). See page 529 for examples. Everyone in your group will research some aspect of the topic and then your group will present a panel symposium on the same. Each person in the group needs at least five reference sources with Works Cited page using your MLA Handbook. Minimal Notes Only. Each group MUST turn one pocket folder, typed outlines (with parenthetical documentation), and works cited page at the time of delivery. Specific folder requirements will be provided in class. Groups will post information in eCampus.

5. Final – 4-6 minutes. Use some media in addition to yourself. Time permitting and with instructor approval this may be a speech. If this is a speech, a typed outline is required. Your final performance must have instructor approval.

B. A typed outline is due in class when you deliver each speech. You will NOT be permitted to deliver the speech without the typed outline. Follow the handout on outlining or use a textbook example. You MUST include a thesis sentence (which is a one sentence summary of your speech), aim, and purpose on your outline. Each speech will be video taped in class to maximize your learning experience. Students will NOT be allowed to speak without the typed outline. Every speech will be video recorded by your professor, and saved as a .wmv file. You MUST bring a usb drive, so your video can be saved for you to review and complete your SWOT reflection. Videos will be used for institutional evidence of speaking ability. The outline requirements meet the Intellectual Competencies 1, 4, 5 and Educational Objectives 1, 2, 5, 6

C. Approximately TEN In-Class/eCampus Posted ACTIVITIES. The activity requirements meet the Intellectual Competencies 1, 2, 3, 4, 5 and Educational Objectives 1, 2, 3, 4, 5, 6

D. Learn Smart activities will be completed through your Connect Code McGraw Hill. This assignment meets the Intellectual Competencies 1, 2, 4, 5 and Educational Objectives 1, 2, 5, 6

E. WRITTEN ASSIGNMENTS:

**Resume** – Students will create or update a resume, using the templates and guidelines as discussed class as well as the examples on Ecampus. The StrengthsFinder book will be used in completing the resume. 20 pts.

**Me in 30 Seconds** – Students will develop a summary statement of who they are and why someone would want to hire them over another potential candidate. This will be done in conjunction with the resume and will use the StrengthsFinder book and test. 20 pts.

**Cover Letter** – Students will write a cover letter detailing their strengths and desires for a prospective job opening. 20 pts

**LinkedIn** - Students will examine, evaluate and create an online presence. Screen shots and a one page description and critique of what social media says about them. Twitter, Facebook, Google+, Linked In, Pinterest, and Instagram will need to be included. 20 pts.

F. Tests will be taken in eCampus or in the Testing Center North Campus/Central A436. Students must meet the deadlines for the Tests posted in eCampus. Due to the possibility of system delays, students should successfully complete their test the day prior to the “due date”. Failure to follow these instructions may result in you receiving 0 (zero) on the test. Late tests are not permitted. Will meet the Intellectual Competencies 1, 4, 5, 6 and Educational Objectives 1, 2, 5) Take to Testing Center: scantron sheet, #2 pencil, ink pen, and picture I.D. All of the above is subject to change according to time and other factors at my discretion. I am looking forward to an exciting semester together!
**Grading Scale**

**Assignments & Point Values:** All tests and assignments are based on a point-count system.

<table>
<thead>
<tr>
<th>END OF SEMESTER GRADE OF:</th>
<th>POINTS NEEDED:</th>
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<tbody>
<tr>
<td>A  =  90 - 100% of 1000 pts.</td>
<td>900 - 1000 and all graded assignments</td>
</tr>
<tr>
<td>B  =  80 - 89% of 1000 pts.</td>
<td>800 - 899</td>
</tr>
<tr>
<td>C  =  70 - 79% of 1000 pts.</td>
<td>700 - 799</td>
</tr>
<tr>
<td>D  =  60 - 69% of 1000 pts.</td>
<td>600 - 699</td>
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<tr>
<td>F  =  59% or less of 1000 pts.</td>
<td>599 and below</td>
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**Maintain this sheet to keep up with your grades throughout the semester.**

The following are the graded assignments:

<table>
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<tr>
<th>POSSIBLE</th>
<th>YOUR SCORE</th>
<th>POINTS</th>
</tr>
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**SPEECHES**

1. Career Objectives (self-disclosure) 100
   - (50pts eCampus Student homepage/50pts Speech)
   - Your Score: 1.

2. Product Demonstration (Informative Process) 100
   - Your Score: 2.

3. Persuasive Speech 100
   - Your Score: 3.

4. Group Portfolio and Interaction exchange 100
   - Your Score: 4.

**TOTAL** 400
- Your Score: A.

**TESTS (3 Three) taken on eCampus MUST have McGraw-Hill "Connect Code Access, is Optional Extra Credit"**

1. Module 1 (Chapters 1-5) 100
   - Your Score: 1.

2. Module 2 (Chapters 6-13) 100
   - Your Score: 2.

3. Module 3 (Chapters 14-18) 100
   - Your Score: 3.

**TOTAL** 300
- Your Score: C.

**Learn Smart Chapters Connect Code Optional Extra Credit**

- Your Score: D.

**Attendance**

- Your Score: E.

**COMMUNICATION ACTIVITIES (posted to eCampus Assignments)**

1. Freedom Seminar 20
   - Your Score: 1.

2. Assessment 20
   - Your Score: 2.

3. Cover Letter 20
   - Your Score: 3.
CLASS ATTENDANCE is an important component of this course. You can only gain the vital instruction and interaction that you need in order to achieve course objectives by attending class. Any student who has missed more than 3 class periods needs to consult with your instructor during office hours to determine if it is in your best interest to remain in the class. Your contribution to class discussion along with your timeliness and participation in assignments will be noted and thus considered in the event that your total grade points border narrowly between an A and B, B or C, etc.

Attendance points are computed as follows:

<table>
<thead>
<tr>
<th>MWor TR Classes</th>
<th>One Day Only Classes</th>
<th>Summer Classes</th>
<th>Wintermester Classes</th>
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</thead>
<tbody>
<tr>
<td>0-2 Absences</td>
<td>100</td>
<td>0-1 Absence</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>3 or more</td>
<td>0</td>
</tr>
<tr>
<td>5 or more</td>
<td>0</td>
<td>(3 Tardies = 1 Absence)</td>
<td>Counted by the hour</td>
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</table>

***There are NO EXCUSED ABSENCES. YOU ARE RESPONSIBLE FOR SIGNING THE CLASS ATTENDANCE SHEET FOR EACH SESSION. YOUR SIGNATURE BECOMES OFFICIAL DOCUMENTATION THAT YOU WERE IN CLASS, IF YOU DO NOT SIGN-IN YOU WILL BE CONSIDERED ABSENT!!

Attendance for On Line Students:

Students enrolled in On Line Sections need to check into their course regularly, students are responsible for reading all posted Announcements and emails sent by the Course Instructor.

COUNSELING SERVICES

Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by or supervised by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills.

To make an appointment call 972-273-3333 or go to A 311. For additional information go to: http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx
Discipline/ Course/ Department/Policies

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

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

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

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

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

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

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

E. DO NOT chew gum or wear caps/hats during your graded speech assignments. An automatic point deduction from the speech of 20 points will be taken.

F. LATE WORK IS NOT ACCEPTED; once papers have been collected at the beginning of class, the work is considered Late. Make sure you arrive on time and prepared for each class.

Students willing to accept the syllabus and guidelines presented should sign, and date below

________________________________________
Name Date
INSTITUTIONAL POLICIES
Institutional Policies relating to this course can be accessed from the following link
www.northlakecollege.edu/syllabipolicies

DCCCD EMERGENCY OPERATING PROCEDURES
http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

1) The Vice-President of Academic & Student Affairs may initiate disciplinary proceedings against a student accused of academic dishonesty.
2) Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion.
3) Cheating on a test includes:
   a) Copying from another student's test paper;
   b) Using, during a test, materials not authorized by the person giving the test;
   c) Collaborating with another student during a test without permission to do so;
   d) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test.
   e) Substituting for another student, or permitting another student to substitute for you to take a test; and
   f) Bribing another person to obtain an unadministered test or information about an unadministered test.
4) “Plagiarism” means the appropriation of another’s work (ideas and/or words) and the unacknowledged incorporation of that work in one's written work offered for credit. Quotes not identified as quotes constitute a form of plagiarism even if the borrowed ideas are documented.
   “Collusion” means an unauthorized collaboration with another person in preparing written work offered for credit.

Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

ADMINISTRATIVE WITHDRAWAL

Students with valid extenuating circumstances may be eligible for an administrative withdrawal by the Dean of the Division in which the course or courses are taught. An administrative withdrawal will not be awarded to students who simply fail to withdraw prior to the last day to receive a “W.” The request for an administrative withdrawal must be made in writing to the Dean of the Division with any supporting documentation attached. This must occur before the last official day of the semester.

DROP POLICY

If you are unable to complete this course, you must officially withdraw by: Check e-Connect for dates. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt.

STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops.
STUDENT AND EMPLOYEE RIGHTS AND RESPONSIBILITIES
Dallas County Community College District is committed to creating an educational and work environment free from use or distribution of illicit drugs or abuse of alcohol. The college district prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities. Information and confidential referrals concerning counseling and treatment programs for drug and alcohol abuse may be obtained from any counseling and/or advisement center, health center or location Human Resources office. More information about the Drug Free Schools and Communities Act is included in the 2016–2017 Student and Employee Rights and Responsibilities brochure. Also included is information about bacterial meningitis vaccination requirements, DCCCD’s Student Code of Conduct and notice on hazing, Title IX and campus sexual assault, and student rights under the Family Educational Rights and Privacy Act (FERPA).

FINANCIAL AID ATTENDANCE AND PARTICIPATION REQUIREMENTS
FACE-TO-FACE ON-CAMPUS CLASSES
You must attend and participate in your on-campus in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples:

- initiating contact with your instructor to ask a question about the academic subject studied in the course;
- submitting an academic assignment;
- taking an exam;
- completing an interactive tutorial;
- participating in computer-assisted instruction;
- attending a study group that is assigned by the instructor;
- or participating in an online discussion about academic matters relating to the course.

ONLINE CLASSES
In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity. Your instructor is required by law to validate/certify your attendance in your online course(s) in order for you to receive financial aid. To meet the attendance requirement, you must

- attend and participate in your online course(s) prior to the course certification date and continue beyond the course withdrawal date.
- participate in an academic related activity pertaining to the course such as but not limited to the following examples:
  - initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment;
  - taking an exam;
  - completing an interactive tutorial;
participating in computer-assisted instruction;

- attending a study group that is assigned by the instructor;

- or participating in an online discussion about academic matters relating to the course.

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at: [http://www.fafsa.ed.gov](http://www.fafsa.ed.gov)

**COUNSELING SERVICES (A311)**

Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972–273–3333 or visit A311. For additional information, go to: [http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx](http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx)

**THE ACADEMIC SKILLS CENTER (ASC)**

The ASC is designed to provide the following assistance to students:

- An **ESOL lab** with computer access.
- **Free tutoring** for students enrolled in **Foreign Language** courses.
- The **iRead Lab** offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- The **Writing Center** to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
- The **Online Writing Lab (OWL)** allows students to submit papers to our writing tutors electronically and get feedback within 24–72 hours. The OWL can be accessed through eCampus.
  - After logging on to eCampus, click on the Community Tab at the top.
  - Type “Owl” in the search field and click “Go.”
  - Next, click on the double drop-down arrows next to “NLC–OWL2,” and then click on “Enroll.”
  - Once enrolled, students can receive services from the OWL.
- The **Blazer Internet Lounge** with 12 computers, additional open seating, and WiFi Internet access.

For more information or to schedule a tutoring appointment, come by A–332 or call 972–273–3089.
**TESTING CENTER (A 425)**

Monday–Thursday: 8:30 a.m. – 8:00 p.m.
   No tests will be issued after 7:00 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 8:00 p.m.

Friday–Saturday: 8:30 a.m.–3:30 p.m.
   No tests will be issued after 2:30 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 3:30 p.m.

Sunday – CLOSED

If you instructor requires you to complete an exam in the Testing Center, be sure to have the following information when you request you test:

1. Instructor’s name
2. Subject, course number, and section number (exp: Speech 1311.7011)
3. Exam number (1st, 2nd, 3rd, etc.)
4. Exam deadline (Get this information from your instructor. The testing staff cannot look up this information on computers).

You should also bring the following supplies:

1. Pencil
2. Scantron answer sheet
3. A Test Request Form must be completed before entering the Testing Center.
5. Government or school issued photo identification is required & enforced.

You may not bring personal items into the Testing Center. This includes bags, cell phones, and pagers.

Please show courteous and cooperative behavior while using the services provided by the Testing Center.

DO NOT bring children to the Testing Center. You must make arrangements for the care of your children prior to your exam date. The police department will be notified of any unattended children.

DO NOT take any testing materials with you when you leave the Testing Center. This includes the test, answers, charts, scratch paper. These items will be attached to your test.

Questions? Please visit the Testing Center (A 425) or call 972–273–3160.

**DCCCD OIE FACULTY SYLLABI STATEMENT– FALL 2016**

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.
REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT (A430)
North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student’s choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.
http://www.northlakecollege.edu/resources/disability.html

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 or contact DCCCD Office of Institutional Equity at (214) 378–1633.

College Disability Services Offices
Brookhaven 972–860–4673
Cedar Valley 972–860–8119
Eastfield 972–860–8348
El Centro 214–860–2411
Mountain View 214–860–8677
North Lake 972–273–3165
Richland 972–238–6180

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
Brookhaven Terri Edrich
BHC@dcccd.edu 972–860–4825
General Education Outcomes

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

Gen Ed Outcome 1: Communication Skills

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

1.2 Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.

1.3 Listening: Comprehend, and analyze oral information.

Gen Ed Outcome 2: Critical Thinking Skills

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

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

Gen Ed Outcome 3: Information Literacy and Technological Competency

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

3.2 Select and use appropriate technology.

Gen Ed Outcome 4: Ethical and Civic Values

4.1 Display integrity, honesty, and fairness.
4.2 Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.

Gen Ed Outcome 5: Cultural Diversity and Global Awareness.

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

5.2 Recognize assumptions and biases that shape our perceptions.

Gen Ed Outcome 6: Workforce and Interpersonal Skills

6.1 Collaborate effectively and reliably as part of a team.

6.2 Apply efficient time and task management.

CRITERIA USED FOR EVALUATING SPEECHES

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

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

CRITERIA USED FOR EVALUATING SPEECHES (Continued)

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

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker’s message
7.

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

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

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

See Next Page
APPENDIX B

PERSUASIVE EVALUATION FORM

Speaker: _____________________                         Topic: ___________________

Rating Key: 5 is Excellent, 4 is Good, 3 is Acceptable, 2 is poor, 1 is Unacceptable

To what extent were the following criteria met?

Introduction (15 points possible)
  ____ Gained attention and interest
  ____ Related Topic to audience
  ____ Previewed body of speech

Body (25 points possible)
  ____ Main points clear
  ____ Main points fully supported (5 oral footnotes required)
  ____ Organization well planned and easy to follow
  ____ Language clear and appropriate
  ____ Transitions effectively used

Conclusion (15 points possible)
  ____ Reviewed main points and provided closure
  ____ Call to Action (specific steps for audience to take)
  ____ Vivid ending (clincher or bow-tie)

Delivery (40 points possible)
  ____ Maintained strong eye contact
  ____ Delivered in a fluent polished manner
  ____ Articulated words clearly and free of errors
  ____ Used pauses effectively and avoided fillers
  ____ Used acceptable posture and meaningful movement
  ____ Used vocal variety to add impact
  ____ Used gestures effectively
  ____ Communicated dynamism/enthusiasm for topic

Overall Evaluation (05 points possible)
  ____ Met assignment expectations

Outside Point Deductions     Up to 10 points lost in each category
Did not meet time limits (did not meet minimum/exceeded maximum)   _____
Typed outline failed to meet guidelines   _____
Student read from note cards throughout entire speech   _____
Student failed to cite minimum number of external sources   _____
Visual aid required points lost if not used effectively   _____
Call To Action (Include 3-5 Steps)

(Specific/Detailed steps you want the audience to take once they have heard your speech. Typically these steps are organized as the third main point in the speech, or they can be placed effectively in the conclusion.) It is a good idea to offer Action steps that target a Federal Government Action, a State/Local Government Action, and an Individual Level of Action.

Samples:

1. Join an Organization: (Fill in the blank by contacting Fill in the blank)
2. Contact your local, state, or national representatives at: Fill in the blank
3. Buy product: (Fill in the blank)
4. Boycott: (Fill in the blank)
5. Protest/Picket/Strike Peacefully: (Fill in the blank)
6. Donate your Time, $, Objects/Food, Organs, Blood to: (Fill in the blank)
7. Educate yourself by taking a class (Fill in the blank), going to a webpage (Fill in the blank), reading a book (Fill in the blank)
8. Educate others by (Fill in the blank)
9. Create your own actions steps appropriate to your topic
APPENDIX C  EEOs 1-6  CCICs 1-5  EVALUATION FORM

Speaker: ___________________   Topic: _______________

<table>
<thead>
<tr>
<th>Rating Scale: Needs Improvement (2 pts)</th>
<th>Good (4 pts)</th>
<th>Superior (6 pts)</th>
</tr>
</thead>
</table>

**INTRODUCTION**

1. Solid attention device 2 4 6
2. Related topic to audience 2 4 6
3. Stated qualifications for knowledge 2 4 6
4. Previewed main points 2 4 6

**BODY**

1. Each point demonstrated step by step 2 4 6
2. Organization well planned/easy to follow 2 4 6

**CONCLUSION**

1. Reviewed main points 2 4 6
2. Provided a closing thought 2 4 6

**DELIVERY**

1. Maintained eye contact 2 4 6
2. Articulated words clearly and free of errors in grammar, pronunciation 2 4 6
3. Avoided use of verbal fillers 2 4 6
4. Used acceptable posture 2 4 6
5. Presented and effective visual aid 2 4 6
6. Communicated dynamism (ENERGY) 2 4 6

**OVERALL EVALUATION**

1. Speech completed within time limit 2 4 6
2. Met goals of the assignment 2 4 6
3. Outline complete, accurate, typed 0 4 6

Point total: ____________/100 pts

**Comments:**
**APPENDIX D**

**SWOT Analysis**

**Strengths, Weaknesses, Opportunities, and Threats**

**EEOs/CCICs (EEOs 3, 5; CCICs 4, 5)**

While the SWOT Analysis is most commonly used in the business arena; it can be applied to any aspect of one’s life. You will apply the SWOT Analysis to assist you in the development of your public speaking skills. Many times in life, we focus on our weaknesses. Completing the SWOT will help you balance your perspectives, and it should help you plan more effectively for your next speaking experience.

A SWOT Analysis addresses four basic questions:

1. What personal Strengths can you identify in your speaking skills?
2. What areas of Weakness have you identified in watching your speech?
3. Identify Opportunities you have to improve your speaking style.
4. What, if anything, became a Threat to your last speaking assignment?

Set at least 3 goals for the next speech you will deliver.

Put your responses in the Grid below. (May be neatly handwritten, will not be graded if it can not be read)

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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<tbody>
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<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
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</table>

Completed with 3 to 5 comments/insights written or typed into the boxes on the form equates to 6-10 points.

1-2 comments completed in any box equates to 5 points. 0-1 comments present in any box equates to 0 points for grade. Points will be lost if College Level Writing is not utilized.
<table>
<thead>
<tr>
<th>Date</th>
<th>Overview of Course Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day One</strong></td>
<td>Course Introduction; Getting Acquainted Discussion Board Activity; <strong>Read</strong> Syllabus;</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 1: One (Covers Communication Process) and Chapter 2: Interpersonal</td>
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<td></td>
<td>Read Chapter 3: Three Listening and Teams</td>
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<td></td>
<td>Read Chapter 4: Culture and Chapter 6 Improving Readability</td>
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<td></td>
<td><strong>Class Two</strong></td>
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<td></td>
<td><strong>Read</strong> Chapter 7: Social Media</td>
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<td></td>
<td>Need USB <strong>DUE:</strong> <strong>SPEECH I - &quot;Career Path Speech&quot;</strong> <em>(3-5 minutes)</em></td>
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<tr>
<td></td>
<td>Read Chapter 5: Creating Business Messages</td>
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<tr>
<td></td>
<td><strong>Read Chapter 12:</strong> Research and Chapter 14</td>
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<tr>
<td></td>
<td><strong>Class Three</strong></td>
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<tr>
<td></td>
<td>Instructor Assigns Groups for Group Project</td>
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<td></td>
<td>Read Chapter 15 Delivering Presentations</td>
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<td>Read Chapter 13 Completing reports</td>
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<td><strong>Read Chapter 8:</strong> Routine Messages</td>
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<tr>
<td></td>
<td><strong>Read Chapter 9:</strong> Persuasive Messages</td>
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<td></td>
<td><strong>DUE:</strong> Strengths Quest and Persuasive topic approval</td>
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<td><strong>Class Four</strong></td>
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<tr>
<td></td>
<td><strong>DUE:</strong> <strong>SPEECH II - Product Demonstration</strong> <em>(4-5 minutes)</em></td>
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<td></td>
<td>Read Chapter: Group Communication</td>
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<td></td>
<td><strong>Read Chapter:</strong> Source Information; Research topics for Persuasive</td>
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<td><strong>Reference</strong> Outlining Handout (Informative)</td>
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<td></td>
<td>*<strong><strong>DUE:</strong> Take TEST I (Chapters 1-6) in eCampus (Assignments Button)</strong></td>
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<td><strong>DUE:</strong> Emotional Intelligence</td>
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<td>Resumes</td>
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<td>Impromptu and Persuasion Activities</td>
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<td>Group Work In Process</td>
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<td><strong>Class Six</strong></td>
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<td></td>
<td>*<strong><strong>DUE:</strong> Take TEST II (Chapters 7, 12, 13, 14, 15, 16) in eCampus (Test Button)</strong></td>
</tr>
<tr>
<td></td>
<td>Need USB <strong>DUE:</strong> SPEECH III- PERSUASIVE SPEECH <em>(5-6 minutes)</em></td>
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<td>Parenthetical documentation MLA Guidelines</td>
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<td><strong>DUE Group Work</strong></td>
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<td><strong>Class Nine</strong></td>
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<td>***<strong>DUE TEST 3</strong></td>
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<td><strong>Class Ten</strong></td>
</tr>
</tbody>
</table>
DUE: Final Presentations

**Last day to drop classes with an automatic (W) See posted date on eConnect**

*Schedule is subject to change at the instructor's discretion, it is to serve as a general guideline to students.

Final Exams

Your Final Exam is scheduled for:________________________