COURSE SYLLABUS
Speech 1311 – Introduction to Speech Communication
Fall 2019

This course syllabus is intended as a set of guidelines for (Course Speech 1311). Both North Lake College and I 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.

Instructor Information:
Instructor’s Name: Rachael Tiede
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Office hours Mon/Wed 11 am – 12 pm, 6 – 7 pm – North Campus,

Course Information:
Course title: Introduction to Speech Communication
Course number: Speech 1311
Section number: 78259
Credit hours: 3
Class meeting time: 9:30-10:50 am

Course description: Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced.
Course prerequisites: This course requires college-level skills in reading and writing.

Required or Recommended Textbooks and Materials:

Course Objectives:

SPCH 1311 Introduction to Speech Communication
Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

Specific Course Learning Outcomes:

1. Upon successful completion of this course, students will:
2. Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
3. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
4. Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
5. Develop, research, organize, and deliver formal public speeches
6. Recognize how to communicate within diverse environments

Classroom requirements:

- It is expected that you will develop an ethical framework to guide communication interactions.
- There will be no make-up speeches or tests unless you have a documented emergency. You must then contact your instructor within 24 hours. You are encouraged to utilize extra credit opportunities to help your grade point in the class.
- Late assignments will not be taken unless documentation is provided for a medical or other personal issue.
- All tests will be taken on Connect and are multiple choice, matching, and true/false.
- You will receive a thorough description of requirements for all formal assignments before they are due. All assignments must be TYPED, double-spaced, with appropriate margin of 1" all the way around, and a font size of 12 points to receive credit (e.g., papers, outlines, etc.). Your Works Cited will be in MLA format in accordance with the latest edition.
- Any speech in which the minimum number of sources is not used/cited, will receive a grade of no higher than a “C.” This includes oral citations when presenting the speech as well as in written form in the outline. In addition, any speech read from notes will not receive above a “C” grade.
- 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. Speeches more than 30 seconds under/over will receive a grade no higher than a “C.”
- Do not chew gum or wear caps during your speech.
- Incompletes" require that you have a minimum grade of "C" and have a minimum of 70% of the course assignments completed. Incompletes are an option in cases of extreme emergency only and given at the instructor's discretion.
- Topics for Informative and persuasive speeches must be over a current, relevant, and perhaps social issue, see the don’t go there clause for more information.
- PLEASE NOTE: Emails will be returned in 24-48 hours, please plan accordingly.

DON’T GO THERE CLAUSE: Topics that are off limits for this class are gun control, abortion, legalization of drugs, lowering the legal drinking age, the death penalty, and religious conversions (attempts to or sharing of own experience). Sources that are off limits consist of religious texts (Bible, Torah, Koran, etc.) and WIKIPEDIA. You may use NLC’s Online Databases, periodicals, and books. Dictionaries may be used as secondary sources but do not count as one of your required source cites in any presentation.
Discipline/ Course/ Department/Policies
There will be no make-up (late) speeches or tests. Entry Competencies: College level reading and writing skills Student Responsibilities: Listen, follow directions, and submit assignments on time.

Class Participation 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. If you miss five classes, (for exceptions, contact the instructor), regardless of the cause(s), I may not accept any work that you submit. On the other hand, 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 (8 points or less) between an A and B, B or C, etc. Please note that three tardies will equal one absence.

A. SPEECHES:

Informative or Demonstration Speech - Students will speak for 4-6 minutes to offer knowledge and understanding about their home town, or their cultural heritage. Students will need to have researched and cite 4 sources in the speech and hand in a bibliography with the outline. 1 visual aid is required (no live animals or people) more are acceptable. 75 pts.

Persuasive Speech – Students will speak from 5-7 minutes in order to change or reinforce the class’ beliefs or actions about a product, service to place to visit. Students will need to have researched and cite 4 sources in the speech and hand in a bibliography, with the outline. Students will be required to follow Monroe’s Motivated Sequence. 75 pts.

Introduction / Me in 30 Seconds Speech: Students will speak 3-5 minutes about themselves. This will include career goals, educational plans and your strengths from the Strength Finder Assessment. 50 pts.

Small Group Panel Discussion Students will speak 4-5 min and are expected to present a 15-20 min panel discussion as a group on a current and relevant topic to the class. This will be done online using Connect. The same as your other speeches. Each group will need to cite at least 5 sources. Each person will deliver an individual speech that is 4-5 minutes in length. This speech should either be informative or persuasive, depending on the topic. Groups will be at least 4 people and no more than 6 people and the discussion and video will be done using Connect. 100 pts.

B. OUTLINES:

Speech Outlines: Students will develop an outline for each speech given and turn it in prior to speaking. Bibliographies are due at the same time and are required to have 4-6 sources. Each outline will be worth 20 points, to total 80 pts.

C. WRITTEN ASSIGNMENTS:

Interpersonal Analytical Critique / Report (Friendship Paper) - Analyze a current relationship you have with a friend and write a 2-3 page double spaced paper about the various Friendship stages described by Rawlins. See page 124 in the book to cover the six stages by Rawlins. Be sure to include examples of any non-verbal cues and the use of language in your interactions. 75 pts.

Intercultural Analytical Critique / Report – Interview someone from another culture and analyze in 2-3 pages the various co-cultures they exist in. Compare the cultures they belong to, to your own co-cultures. Report your findings in a 2-3 page double spaced paper in paragraph form. Use Chapter 7 as your guide, you need examples and at least four of the cultural characteristics described in Chapter 7. 75 pts.

Resume – Students will create or update a resume, using the templates and guidelines 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.

D. TESTS:
Tests - Three tests will be taken in class on Connect. The tests will consist of the LearnSmart Quizzes. The questions will be multiple choice and true/false. Each test is worth 100 pts to total 300 pts.

E. PARTICIPATION:
LearnSmart Quizzes / In Class Activities: Students will complete up to 20 minutes per chapter of questions and flash card type activities in Connect. (these will help prepare you for the tests and are part of your participation grade. 75 pts. In class activities account for 55 participation points.

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.

Evaluation Procedures
GRADING SCALE
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 59% or less

The following are the graded assignments
SPEECHES (four)
1. Introduction 50
2. Informative 75
3. Persuasive 75
4. Group Panel Discussion 100
SUB TOTAL 300

TESTS
Test 1 100
Test 2 100
Test 3 (Final) 100
SUB TOTAL 300

ANALYTICAL CRITIQUES / REPORTS
Interpersonal 75
Intercultural 75
SUB TOTAL 150

OUTLINES / OTHER WRITING
Informative Outline 20
Persuasive Outline 20
Introduction Outline 20
Group Panel Outline 20
Resume 20
Me in 30 Seconds 20
SUB TOTAL 120

CLASS PARTICIPATION 130
TOTAL PTS. POSSIBLE 1000

CLASS PARTICIPATION 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 participating. Your contribution to class discussions along with your timeliness and participation in assignments will be noted and thus considered in the event that your total grade points border narrowly (8 points or less) between an A and B, B or C, etc. Please note that three tardies will equal one absence.
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<tr>
<th>Weeks</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tr>
<td>Week 1</td>
<td>Syllabus, Ice Breaker Speeches</td>
<td>Chapters 1, 2, 3,</td>
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<td>Oct 21/23</td>
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<td>Week 2</td>
<td>Interpersonal Communication Discussion Chapters 5, 6</td>
<td>Chapters 10, 12, Outline discussion, Test #1 Due on Connect covering chapters 1, 2, 3, 5, 6,</td>
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<td>Oct 28/30</td>
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<td>Week 3</td>
<td>Chapters 11, 13 Delivery discussion</td>
<td>Introduction Outlines Due, Present Introduction Speeches</td>
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<td>Nov 4/6</td>
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<td>Week 4</td>
<td>Chapter 14 Informative Speaking Interpersonal Critique Due</td>
<td>Informative Outlines Due, Informative Speaking Practice</td>
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<td>Nov 11/13</td>
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<td>Week 5</td>
<td>Present Informative Speeches</td>
<td>Intercultural Communication Discussion Chapters 4 and 7</td>
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<td>Nov 18/20</td>
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<td>Test #2 Due on Connect covering Chapters 10, 11, 12, 13</td>
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<td>Week 6</td>
<td>Resumes, Me in 30 Seconds, Strengths Discussion, Chapter 8 and 9 – Bring Strengths from test to class Intercultural Critique Due (bring food)</td>
<td>Resumes, Me in 30 Seconds Due, Chapter 15 Persuasive Speaking</td>
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<td>Nov 25/27</td>
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<td>Week 7</td>
<td>Persuasive Outlines Due, Persuasive Practice</td>
<td>Present Persuasive Speeches</td>
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<td>Dec 2/4</td>
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<tr>
<td>Week 8</td>
<td>Group Outlines Due, Group project work day,</td>
<td>Present Group Presentations Test #3 Due Covering chapters 4, 7, 8, 9, 15</td>
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<td>Dec 9/11</td>
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INSTITUTIONAL POLICIES
NORTH LAKE CAMPUS POLICIES
Institutional Policies relating to this course can be accessed from the following link: www.northlakecollege.edu/syllabipolicies
### Learning Outcomes for SPCH 1311

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<th>Assignment</th>
<th>Student Learning Outcomes</th>
<th>Assignment Learning Outcomes</th>
<th>Assessment</th>
<th>Course Learning Outcomes</th>
<th>DCCCD Core Objectives</th>
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<tr>
<td>Provide a brief description of the learning activity.</td>
<td>Student abilities after completing assignment</td>
<td>Briefly list the specific learning outcomes/objectives for the activity.</td>
<td>How will the activity be assessed?</td>
<td>Texas Higher Education Coordinating Board Guidelines</td>
<td>Comm. Skills Listening Oral Written Visual Critical thinking Teamwork Personal Responsibility</td>
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1. **Speech – Introduction:**

   Students will create a speech for an occasion of their choice. The student will need a keyword outline, and a typed full sentence outline for this speech.

   - **Students will create a speech about themselves and their past accomplishment and future plans.**
   - **Think about their past, present and future and using imagery and descriptive language to deliver the speech.**
   - **Instructor’s written evaluation will be used as the assessment. The rubric is the special occasion evaluation which is worth 50 points and covers the areas in the introduction, body and conclusion of the speech.**
   - **Apply elements of audience analysis. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques. Identify how culture, ethnicity and gender influence communication. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).**
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<tr>
<th>2. Speech – Informative: The student assumes the role of a teacher in sharing information. Minimal notes. Student must have a visual aid as well as a keyword outline and a typed full sentence outline for this speech.</th>
<th>Students will create an informative speech that is 57 min. Turn in a typed full sentence outline and a key word outline, a four-six source MLA bibliography, use at least four power point slides as your visual aid and deliver the speech extemporaneously citing your sources during the speech.</th>
<th>Research, classify and compile a 5-7 minute speech teaching the class how to do something or giving out new information about a given topic. The students will also demonstrate the ability to speak using a visual aid.</th>
<th>Instructor evaluation and a personal critique. The rubric is worth 100 points and covers the Introduction, Body, Conclusion, Delivery and Visual aid skills.</th>
<th>Apply elements of audience analysis. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).</th>
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<td>3. Speech – Persuasive Speech: This is a speech designed to introduce the student to public oral argument and to the critical issues relating to advocating a position on a subject. Minimal notes a keyword outline, and a typed full sentence outline for this speech using MLA format. This speech will be peer critiqued.</td>
<td>Students will develop a 6-8 minute persuasive speech and turn in a typed full sentence outline and a key word outline, a four-six source MLA bibliography, complete a self-critique of your performance, deliver the presentation extemporaneously, and also evaluate two other students speeches.</td>
<td>Research and build a 6-8 minute speech requiring 4 sources to support the student’s propositions and opinions that he/she has researched from books or NLC online databases and states within the speech using verbal citations. Topic must be pre-approved by professor.</td>
<td>Instructor evaluation and evaluation from classmates. Rubric is worth 100 points and follows Monroe’s Motivated Sequence.</td>
<td>Apply elements of audience analysis. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).</td>
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4. **Group Project:** In a small group, the student will develop a group presentation demonstrating knowledge and understanding of constructive communication and conflict reduction. All members of the group are required to participate in the organization, development, and presentation of this project in a group or classroom setting.

Present a 15-20 min panel discussion on a current and relevant topic to the class. Four-six sources need to be cited in the discussion. A one page summary sheet will also be created to hand to the class. It will include documented research and main ideas. Each person will deliver and individual speech that is 3-4 minutes in length. This speech should either be informative or persuasive, depending on the topic. Groups will be at least 4 people and no more than 6 people.

Each member of the group will be evaluated on overall contribution to the organization, development, and presentation of the project, by the instructor and fellow group members. Total points is 150. Group grade is 75 and individual speech grade is 75 and both follow the group speech rubric.

5. **Three tests** covering the contents of the textbook.

There will be 3 tests administered during the semester. The tests, will be taken on Connect. Each test is worth 100 pts. Total Points =300. **Test #1 covers chapters 1-6, Test #2 covers chapters 7-12, and Test #3 covers 13-18.**

Demonstrates understanding of communication theory and significance of communication skills in our lives. By number of questions answered correctly. Complete assessment and assignment included on eCampus. Demonstrate an understanding of the foundational models of communication.

6. **Speech Outlines** a key word, and full sentence outline for each speech.

Students will follow the outline format for the type of speech they are given. Labeling all areas of the outline. Researching and composing a structured formatted outline for students to present an effective speech. Following the format for the particular type of speech and labeling and including all the areas in the outline. Outlines are worth 25 points. Demonstrate an understanding of the foundational models of communication. Apply elements of audience analysis. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques. Develop

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<th>Comm. Skills</th>
<th>Listening</th>
<th>Oral</th>
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<th>Critical thinking</th>
<th>Teamwork</th>
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<td><strong>Written</strong></td>
<td><strong>Critical thinking</strong></td>
<td><strong>Teamwork</strong></td>
<td><strong>Personal Responsibility</strong></td>
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<td>7. Resume and Me in 30 Seconds, from taking their Strengths Quest Survey.</td>
<td>Using their strengths students will add their strengths and create and resume using the template and format on ecampus.</td>
<td>Taking the StrengthsQuest Assessment and brainstorming, evaluating and structuring and formatting a resume and me in 30 seconds.</td>
<td>Following the format for the resume and me in 30 seconds. Resume is worth 20 points, the me in 30 seconds is also worth 20 points.</td>
<td>Demonstrate an understanding of the foundational models of communication and how they are used to gain employment. Apply elements of audience analysis. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques. Develop proficiency in creating a resume and a me in 30 seconds speech.</td>
<td>Comm. Skills Listening Oral Written Visual Critical thinking Personal Responsibility</td>
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