EASTFIELD COLLEGE
SPEECH COMMUNICATION (1311)
Arts, Language and Literature Division G-138

Professor: Dr. Mary L. Forrest
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Office: F 216A
Classroom: G119

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. This course requires college level skills in reading and writing. (3 lec.)
(SPCH 1311 is a DCCCD core curriculum course.)

Required Materials:

Olson, Margot A. and Forrest, Mary L.
    Shared Meaning: An Introduction to Speech Communication. (9th ed), Dubuque, Iowa:
    Kendall Hunt Publishing Co.
Forrest, Mary L.
An 8 ½ X 11 manilla folder to organize materials

Educational Outcomes for Speech 1311

Speech 1311 is included in the DCCCD Core Curriculum. This course provides students with the opportunity to develop the Core Curriculum Intellectual Competencies of reading, writing, speaking, listening, critical thinking and computer literacy fundamental to all DCCCD Core Curriculum courses. It also provides students with the opportunity to achieve the Texas Higher Education Coordinating Board’s Exemplary Objectives in Communication.

Core Curriculum Intellectual Competencies (CCIC)

Speech 1311 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

Reading – ability to analyze and interpret a variety of printed materials – books, documents, articles – above the 12th grade
Writing – ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience – above the 12th grade

Speaking – ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience – above the 12th grade

Listening – analyze and interpret various forms of spoken communication – above 12th grade

Critical Thinking – think and analyze at a critical level

Computer Literacy – understand our technological society, use computer-based technology in communication, solving problems, acquiring information

Student Learning Outcomes for Speech 1311

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.

SPCH 1311 Basic Skills

In order to be successful in this course you must possess college level competence in reading and writing. You must qualify for or complete English 1301 as a requirement for SPCH 1311. The Learning Assistance Center (LAC) can help you with study skills practice and writing assignments. All degree-seeking students are advised to complete this core course within the first 36 semester hours since speech stresses the needed skills for many other courses. Students must earn a “C” or better for credit in all core courses.

Speaking Requirements:

- Professional dress is required for the informative and persuasive speeches.
- Three by five inch bullet cards may be referred to during the speeches. No manuscripts are taken to the stage.
- If you prefer, you may refer to “bullets” on power point slides, but no paragraph or lengthy sentences should be included on the slides. Slides must never be read.
- A typed outline of your speech must be given to and approved by your instructor before you can speak. If suggestions for improving the outline have been made, you should turn in a corrected copy.
- The finished outline must be correctly documented.
• You should come to class prepared to listen to your instructor and classmates. ALL cell phones should be turned off in class and there should be absolutely NO text messaging during any class.

**Attendance Policy:**

*Being on time is vital to staying up with this class and the work.* The college offers self-paced courses for those students who are unable to attend class regularly. This is not a self-paced class.

Because this is an activity class, each student is expected to attend class regularly and to consult with the instructor when an absence is necessary. You will not receive an “A” if you are absent more than ten percent, (10 %) without approved absences. *If it is necessary for you to be absent as much as twenty percent, you should consider withdrawing from this course with a “W” and taking the class at a later date. If you are late to class three times this will equal one absence.*

**Repeating This Course: (Third Attempt to Enroll in a Course)**

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. *See Third Attempt to Enroll in a Course at: http://www.dcccd.edu/thirdcourseattempt/*

**Grading Criteria:**

Students will accumulate points, as shown on the Grade Sheets in the Instructional Packet by completing activities listed in the Course Calendar (see attachment).

Arrange the completed activities in the order shown on the Grade Sheets. Staple or clip the activities and Grade Sheets together, and place them in an 8.5X11-inch folder. Work will not be accepted unless it is in an 8.5X11-inch folder with first name, last name and section number written on the tab. A cover sheet must be included in front of each of the modules.

*During the semester various programs and activities will be offered for extra credit.* See page 80-81 in the Instructional Packet for ideas for extra credit. A written one-page summary and evaluation of each extra credit activity is required. (Normally these are 25 points each ranging up to four activities for 100 points total extra credit.) *However, extra credit cannot be used to bring up a grade if all the tests and speeches are not completed.*

Regardless of the points earned for activities, the student must complete the speeches in this course; otherwise, the student’s earned letter grade will be dropped by one letter.
Make-up assignments will be given if the student has consulted with the instructor when an absence is necessary and the absence has been excused (for example, note from the student’s doctor, employer, etc). All the missed test must be taken in the testing center.

**Grading Scale:**

Final grades will be computed as follows:

<table>
<thead>
<tr>
<th>Points:</th>
<th>Grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1552-1397 (includes all activities)</td>
<td>A</td>
</tr>
<tr>
<td>1396-1242</td>
<td>B</td>
</tr>
<tr>
<td>1241-1086</td>
<td>C</td>
</tr>
<tr>
<td>1085-931</td>
<td>D</td>
</tr>
<tr>
<td>Less than 931</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance points will be computed as follows:

<table>
<thead>
<tr>
<th>Absences:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Absences</td>
<td>100 Bonus Points</td>
</tr>
<tr>
<td>1 Absence</td>
<td>50 Bonus Points</td>
</tr>
<tr>
<td>2 Absences</td>
<td>0 Points</td>
</tr>
<tr>
<td>3+ Absences</td>
<td>-25 Points</td>
</tr>
</tbody>
</table>

**Stop before you Drop Policy:**

If you cannot complete SPCH 1311 remember **you must drop before the drop date.** Failure to officially drop or withdraw from a course will result in your receiving a performance grade of “F”.

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](https://www1.dcccd.edu/coursedrops).

**Withdrawal Policy**

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by **February 26th**. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the
current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

**Academic Honesty**

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of The Dallas County Community College District. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. The entire Student Code of Conduct is also on the Internet at [http://dcccd.edu](http://dcccd.edu).

“Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

“Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Students are considered honest until proven otherwise. Any student caught being dishonest, will receive an “F” on the particular assignment. Other action may be taken depending on the seriousness of the offense.

**Code of Student Conduct:**

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, disability or sexual orientation.

The purpose of the Code of Student Conduct is to provide guidelines for the educational environment of the college. For more on the Code of Student Conduct, please refer to the Eastfield College Catalog or on the college website.

**ADA Services:**

If you are a student with a disability and/or special needs who requires ADA accommodations, please contact Eastfield College Disability Services Office at (972) 860-8348 (voice/TDD). For any testing accommodation, you must go through the EFC Disability Services Office.

**Eastfield College Email Policy**

Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: [http://www.dcccd.edu/netmail/home.html](http://www.dcccd.edu/netmail/home.html)

**Religious Holidays**

Absences for observance of a religious holy day are excused. Notification of the absence must be given to the instructor in writing at least two weeks prior to the date of the holy day. A student whose absence is excused to observe a religious holy day is allowed to contract with the
instructor to take a make-up examination or complete an assignment within at a mutually agreed upon time after the absence.

**Emergency and Inclement Weather Procedures:**

In case of emergency* or inclement weather conditions, Eastfield students should listen to KEOM-FM Radio Station (88.5) as the primary media source. In partnership with the Mesquite Independent School District, Eastfield College Administration will notify KEOM immediately after a decision is made to cancel classes on any given day of inclement weather or for emergency purposes. Students may also monitor other local radio and television stations. The earliest an announcement may be broadcast on KEOM Radio is 6:00 a.m. Students may also refer to the Eastfield College web page [www.eastfieldcollege.com](http://www.eastfieldcollege.com) for the Inclement Weather announcement.

**Financial Aid Students:**

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. Failure to contact the professor will result in your name being submitted to the Financial Aid Office as a “non-attendee.” All students receiving financial aid must open an E-mail account through NetMail.

**Course Calendar:**

Separate hand out

**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 the 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.

DCCCD OIE Faculty Syllabi Statement

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.
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 Offices 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 TitleIX-BHC@dcccd.edu 972-860-4825
Cedar Valley Grenna Rollings TitleIX-CVC@dcccd.edu 972-860-8181
Eastfield Rachel Wolf TitleIX-EFC@dcccd.edu 972-860-7358
El Centro Shanee’ Moore TitleIX-ECC@dcccd.edu 214-860-2138
Mountain View Regina Garner TitleIX-MVC@dcccd.edu 214-860-8561
North Lake Rosemary MeredithTitleIX-NLC@dcccd.edu 972-860-3992
Richland Bill Dial TitleIX-RLC@dcccd.edu 972-238-6386
Dallas Colleges Online Le’Kendra Higgs TitleIX-LEC@dcccd.edu 972-669-6672

District Title IX Coordinator
Office of Institutional Equity LaShawn Grant TitleIXDistrict@dcccd.edu

Note: The instructor reserves the right to change or revise the syllabus.

Course Contract:

I, ____________________________, received a Syllabus for
(Your name)

Speech __________________ for the ______________ semester ___________.
(Course number) (Fall, Spring, or Summer) (Year)

I have read the syllabus and fully understand all of the requirements of the course and I agree to abide by all the rules and provisions of this course.

Specifically, I understand and agree that:

• A text and other related class materials will be purchased.

• Late tests are given in the testing center.

• Attendance in class is required.
  • No hats are worn in class.
  • Professional dress is required for speeches.

• All grades and points given on assignments are final.

• No text messaging or cell phones permitted in class.

• All speech outlines must be typed on standard white computer paper, use 12-point font and black ink.
  • At the instructor’s discretion, time permitting, speech assignments may be made up with a reduction of 20% for that assignment.
  • Speech assignments are accepted only during assigned speaking days.

• I am not to enter class while a speech is in progress, but to wait until the speech has ended.

• All applicable assignments, including written work and speeches, must be the student’s original work. Any use of the work of other authors must be accurately and correctly cited.

Signed____________________________________

Printed Name________________________________

Date____________________________________
## Course Calendar
### Spring 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructional Agenda</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK ONE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, January 23</strong></td>
<td>- Review Course Syllabus</td>
<td>READ: Chapters 1-6</td>
</tr>
<tr>
<td></td>
<td>- In class get to know your audience by memorizing names and occupations. A test will be given over the names and occupations.</td>
<td>HOMEWORK: “Take-Home” test (Act. 1, pp. 39-40)</td>
</tr>
<tr>
<td></td>
<td>- The instructor will explain “Life-Line” activity 4, p. 45</td>
<td>*You may write in the text, on notebook paper or on a computer at home or in the Computer Lab.</td>
</tr>
<tr>
<td></td>
<td>*Service Learning will be Introduced.</td>
<td>*Please note that directions for online assignments are given under the six modules on Blackboard; also look at grade sheet to know what is due for online assignments in each module.</td>
</tr>
<tr>
<td><strong>Monday, January 28</strong></td>
<td>CONDUCT: “Life-Line”</td>
<td>PRACTICE:</td>
</tr>
<tr>
<td></td>
<td>- Test: Take test over names and occupations at the end of class.</td>
<td>- Continue to get to know classmates during class by practicing your listening skills.</td>
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<tr>
<td></td>
<td>- Begin three-minute speeches introducing yourself. (See p. 55-56 for an example.)</td>
<td></td>
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<tr>
<td></td>
<td>- Form Groups in class.</td>
<td></td>
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<tr>
<td><strong>WEEK TWO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, January 30</strong></td>
<td>COMPLETE: Three-minute introductory speeches.</td>
<td>COMPLETE: Johari’s Window, P-pp.130-133 for next class.</td>
</tr>
<tr>
<td><strong>Monday, February 4</strong></td>
<td>DISCUSS:</td>
<td>READ:</td>
</tr>
<tr>
<td></td>
<td>- Steven Covey’s “Seven Habits of Success,” P-pp. 52-54 and P-p. 122 in the Instructional Packet.</td>
<td>- Continue reading of Chapters 1-6 and answer questions on take-home test.</td>
</tr>
<tr>
<td></td>
<td>- Johari’s Window, P-pp.130-133</td>
<td>DUE: Turn in Module I</td>
</tr>
<tr>
<td></td>
<td>*Note: All late modules will have 10 points deducted from them. Be neat and organized with modules and cut off torn edges. Please place cover sheet on top of each module. Please mark your own points on grade sheet.</td>
<td></td>
</tr>
<tr>
<td><strong>WEEK THREE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>DISCUSS:</td>
<td>COMPLETE:</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>February 6</td>
<td>➢ Choose a favorite poem by Ric Masten from text and analyze this poem in writing. You may be asked to discuss and read poem using paralanguage.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Active listening, Act. 6, pp. 111-112. Role play good and bad listening techniques.</td>
<td></td>
</tr>
<tr>
<td>Monday,</td>
<td>CONDUCT:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Present impromptu speeches P-p. 103</td>
<td></td>
</tr>
</tbody>
</table>

### WEEK FOUR

<table>
<thead>
<tr>
<th>Date</th>
<th>DISCUSS:</th>
<th>Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday,</td>
<td>➢ Informative speaking</td>
<td>➢ Questions for Test 1 over Ch. 1-6</td>
</tr>
<tr>
<td>February 13</td>
<td></td>
<td>➢ For Informative speeches, look at examples on p. 323-331 of informative speeches. Follow the format on page 328 for your informative speech.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Go to the LRC and write an outline for an informative speech that is five to seven minutes in length. Remember to include bibliography at the end of the outline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>DISCUSS:</th>
<th>DUE: Turn in Module II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday,</td>
<td>➢ Introduce Group Project</td>
<td>*Turn in informative sentence speech outline for approval. Be sure to include references in APA style.</td>
</tr>
<tr>
<td>February 18</td>
<td>➢ Take Test 1 Ch. 1-6</td>
<td>NOTE: Use one notecard with bullets only when giving your speech for the audience. The communication style of speaking is extemporaneous. DO NOT read your speeches.</td>
</tr>
</tbody>
</table>

### WEEK FIVE
| Wednesday, February 20 | PRESENT:  
➢ Informative speeches and give outline to instructor.  
➢ Work with your group if time allows. | DUE: Bring the six copies of speech evaluation for informative speeches, P-p. 62 from the Instructional Packet to evaluate your group members. |
|------------------------|-------------------------------------------------|--------------------------------------------------|
| Friday, February 22    | PRESENT:  
➢ 5-minute informative speeches at the Biblical Arts Museum 7500 Park Ln, Dallas, TX 75225.  
*Please wear professional clothing* | |
| Monday, February 25    | CONDUCT:  
➢ In class complete Creator and Victim experiences from packet. P-pp.118-121 and P-p. 134  
➢ Work with group  
➢ Review Group outlines for approval and suggestions. | |

**WEEK SIX**

| Wednesday, February 27 | PRESENT:  
➢ Take Test II Over Ch. 10-15 questions.  
➢ View The Business Paradigms, Act. 4, pp 333-334. | DUE: Turn in Module III  
STUDY: Questions for Test II over Ch. 10-15  
|------------------------|-------------------------------------------------|--------------------------------------------------|
| Monday, March 4        | PRESENT: Group I project | DUE: Turn in group speech outlines in a notebook.  
STUDY: TEST III Ch. 7,8,9 and 16 | |

**WEEK SEVEN**

| Wednesday, March 6     | PRESENT: Group II & III project | DUE: Turn in Module IV  
Work on Module V and VI |
|------------------------|-------------------------------------------------|--------------------------------------------------|
| Monday, March 18       | PRESENT:  
➢ Take Test III over Ch. 7,8,9 and 16  
➢ Go over activities in Module V and VI | |

**WEEK EIGHT**

| Wednesday, March 20    | PRESENT:  
➢ Evaluate course objectives  
➢ Turn in Modules V and VI | |