WELCOME TO SPCH 1311

Dear Student,

I hope you enjoy this course. Most students’ dread Speech class – my class is not one of those. You will find this class engaging and fun. I come to class prepared and I expect the same from you. This class is fast-paced; you must have self-direction, be self-motivated and be ready to learn. Most students who take my class enjoy public speaking by the end of the semester. Not only do they enjoy speaking, but they find they are better listeners and truly appreciate the effort that goes into all types of speaking situations.

Students will also have greater skill in interpersonal communication, mediated communication and group communication. We cover many different aspects of the fundamentals of communication. I think you will find this class to be one that will help you in many other classes. We focus on research, content and delivery, and organization.

I will try to do three things in this course. First I will engage all class members in discussions and class exercises. Secondly I will instill a level of confidence in each student. Lastly, we will have FUN!

The responsibility for meeting all course requirements is a responsibility that you must assume. If you attend to this responsibility with care, I believe you will be successful in the course. Best wishes for a positive and productive semester of learning.

Sincerely,

Elizabeth Whatley

Professor: Elizabeth Whatley
Email: ewhatley@dcccd.edu
Office Hours: I am available before and after class. Email me to arrange a specific time.

Communications Office #: 972.860.4555
Communications Office: L-367
COURSE DESCRIPTION

SPCH 1311 Introduction to Speech Communication (3 credits): 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 is a DCCCD Core Curriculum course.)

SPCH 1311 Required Prerequisites: In order to be successful in this course, you must possess college-level skills in reading, writing, and speaking. If you are in doubt about your skill level, please contact your instructor.

- College-Level Reading is the ability to analyze and interpret books, articles, and documents.
- College-Level Writing includes the ability to develop and organize your ideas and use correct words and vocabulary.

SPCH 1311 Core Objectives (COs): Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

- CO #1 Critical Thinking Skills is the ability to demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- CO #2 Communication Skills is the ability to demonstrate effective development, interpretation and expression of ideas through written, oral, aural, and visual communication.
- CO #3 Teamwork is the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- CO #4 Personal Responsibility is the ability to connect choices, actions and consequences to ethical decision-making.

SPCH 1311 Student Learning Outcomes (SLOS): Upon completion of this course, you will be able to:

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

REQUIRED MATERIALS (Needed First Day of Class)

  1. Follett Bookstore at Brookhaven College (Located in S Building; Room S-238; 972.484.7652)
     - Buy New: $56 -- Buy Used: $42
     - Rent New: $38.64 -- Rent Used: $24.64
2. Brookhaven’s Textbook Semester Loan Program
   - This program is partially funded through faculty donations and is operated by the Brookhaven Librarians. Through this program, you can borrow a textbook for the full semester and then return it at the end of the term for someone else to use.
   - It operates on a first-come, first-served basis so start early in requesting your books by completing the Textbook Loan form. (https://www1.dcccd.edu/bhc/textbook-loan/index.cfm)
3. Brookhaven Library (Located in L Building, L-200)
   - There are copies of the textbook on reserve at the Circulation Desk for use in the Library.

CLASS POLICY

Attendance/Participation Policy

Students are expected to attend all class meetings, arrive before class begins, and remain until class is over.

Participation in class activities is essential to the achievement of course goals. Listening, responding, and sharing is active participation. This includes making relevant remarks, expressing your opinions, asking relevant questions of others, commenting on others contributions to show that you understand them, and stating your thoughts and feelings. **You cannot participate if you are not here.**

Classroom Policies and Expectations

- Be Positive!
- If your computer/printer fails you, you are still responsible for submitting your assignments on time. Use the school’s computers and printers if necessary. Plan ahead and do not wait until the last minute. Email the assignment to the instructor if any uncertainty exists about class attendance or copying facilities.
- Bring your syllabus to every class.
- This class requires attendance for many reasons:
  - It is important to be here not only on your speech day, but the speech days of your classmates. It is important to be a good audience member as well as a speaker. We do many activities and exercises in class that encompass the theories/subject matter in the book. It will enhance your overall learning experience to attend class, read the book and do the assignments.
- I work hard to update handouts, notes and other important reminders to you on eCampus. Check it daily for announcements and changes to classroom calendars and assignments. I have found that each semester is different, with different types of students and learning potentials – we are very fluid in this class. Be willing to be flexible and pay attention to your eCampus.
- No late work is accepted. Study the syllabus and submit homework early if you know you will be unable to attend class or if you choose to work ahead. **You need to notify me in advance of upcoming absences** due to a religious holiday or a college-approved activity (athletic competition, leadership conference, field trip, etc.). Assignments should be submitted **before** the absence.
- Attendance on speech presentation days is mandatory. If you are absent you will receive a “0” for the assignment. If there are extenuating circumstances, **you must contact me** within 24 hours of the assigned speech time to discuss your situation. **If** a makeup is allowed, you will be expected to: 1) email your comprehensive outline to me within 24 hours of your assigned speech time as an indication of good intent; and 2) make up the speech during Finals Week.
- A stapled, **typed** outline is due at the time of the informative and persuasive speeches. You will not be allowed to speak unless you submit an outline immediately before your presentation. No exceptions.
- Set your cell phone to silent or vibrate.
• Be courteous and respectful; don’t talk when someone else has the floor.
• Be open-minded and sensitive to cultural differences.
• Pay attention to the comments you make in class and the feedback you receive.
• Make a decision to be an active listener and an active participant in class.
• Be a team player. Share leadership, have a positive attitude, contribute to group ideas and discussions, complete your work on time, and attend all meetings.
• Take responsibility for your learning. If you thoroughly read the syllabus, come to class religiously, prepare your speeches well in advance, and keep up with the daily reading assignments, you will be successful in this class and have a positive learning experience!

Don’t assume:

1. That if you do the assignments, you will automatically get an A.
2. That your speech is being graded against the rest of the class.
3. That high grades will be given exclusively to those with talent.
4. That those with talent will necessarily get high grades.
5. That SPCH 1311 is an easy course.
6. That embellishments translate into higher grades, i.e. a lot of words in a journal or peer evaluation does not mean the student understood the question, or a lively presentation does not mean the student followed proper procedure.

Assume:

1. That if you do what is asked/required you will at least get a C.
2. That a higher grade is contingent upon doing what is asked, and only what is asked, exceptionally well.
3. I pay attention to detail, so should you.
4. I am very prepared for class, you should be too.
5. Grades are earned, not handed out.
6. Standard North American English is required in your speech presentation. I must be able to fully understand and comprehend what you are saying in order to grade oral presentations.
7. Attendance is vital. Participation is mandatory. Work is expected. Excellence is required.

**GRADING SCALE and CLASS CALENDAR**

All tests and assignments are based on the following system. Grading and assignment identification:

Your grade will be based on the points earned on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100 points</td>
<td>May 24</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 points</td>
<td>May 29</td>
</tr>
<tr>
<td>Final (Award Speeches)</td>
<td>50 points</td>
<td>(the Final is two parts; 25 points for each part)</td>
</tr>
<tr>
<td>Journal Submissions</td>
<td>60 points</td>
<td>(6 journals, worth 10 points each)</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>40 points</td>
<td>(4 speaking days, 10 points for each day)</td>
</tr>
<tr>
<td>Listening Assessment</td>
<td>50 points</td>
<td>(Due May 22)</td>
</tr>
<tr>
<td>Ethics Essay</td>
<td>100 points</td>
<td>(Due May 24)</td>
</tr>
<tr>
<td>Informative Speech Outline</td>
<td>25 points</td>
<td>(Due May 30)</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>100 points</td>
<td>(Due May 30)</td>
</tr>
<tr>
<td>Persuasive Speech Outline</td>
<td>25 points</td>
<td>(Due June 3)</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>200 points</td>
<td>(Due June 3)</td>
</tr>
<tr>
<td>Group Project</td>
<td>150 points</td>
<td>(50 pts for portfolio, 50 pts for evaluation, 50 pts for presentation) (Due June 5)</td>
</tr>
</tbody>
</table>
Grades will be added up for a total of 1000 possible points and divided by 10 for a scale of:

**Grading Scale**
- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- Below 60 = F

No participation after drop date = N

**Overview of Assignments:**

Exam 1 and 2:
The exams for the class are taken on eCampus. Each exam has 25 multiple choice questions. You have 90 minutes to complete each exam. A study guide will be given to you before each exam.

Final:
For our final, we will do two things. The first part of the final will be done in class. We will draw names in class and you will present a fellow student with an award that you create. The second part of the final is similar to “paying it forward”. We will select a staff member on campus and as a group go to their office and present them an award as a group.

Journal Submissions:
There are 6 journals that will be written in class on various days. Journal prompts may be found under the “Handouts” tab, “Journals”.

Peer Evaluations:
On speech days you will conduct a peer evaluation on all speakers of the day. The evaluations will be turned in at the end of the class.

Listening Assessment:
This assignment is done in class. We will watch a TedTalk video and take a short ten question quiz.

Ethics Essay:
We will learn about the five ethical standard that can be used to determine the best course of action when facing an ethical dilemma. Then read a case study about Natalie who does not help her team complete their final project and determine what grade Natalie should earn using the five ethical standards. The essay is 600-800 words.

Informative Speech Outline/Persuasive Speech Outline:
You will be given a speech template to follow for this assignment. You will compose an outline for your Informative Speech and your Persuasive Speech. In-text and works cited must be included.

Informative Speech:
This speech is a short 3-5 minute speech over a person, place or thing. You will use an outline and the podium, and may use a Power Point, Prezi or any visual aid if you like.
Persuasive Speech:
This speech is a bit longer and will take more practice. This speech is meant to change a belief, reinforce a belief or move and audience to take action. You will perform this speech “TedTalk” style, using no notes. You must have a Power Point and will use that as a guide for your speech performance.

Group Project:
You will be divided up into groups early in the semester. Your group will go through the process of problem solving. Groups will print out the group project handouts found on eCampus. Following the handouts and completing them will be an important part of your group project. You will be “solving” an “area of opportunity” (problem) that students, faculty or staff have on our campus. Your group will come up with a solution and present that to the class.

** Full details on all assignments can be found on eCampus under the “Handouts” tab. **

**SPCH 1311 Class Schedule**

**Maymester 2019**

**Week 1**
Introduction to communication
Whatley Model
Handshake partners assigned
Chapter 1 – Communication: What and Why
Discuss Ethics Essay
Discuss Performance of Literature

Chapter 2 – The Self, Perception, and Communication
Chapter 3 – Communication and Culture
Journal #1 collected

Chapter 4 – Language
Listening Assessment due
Chapter 5 – Listening
Chapter 6 – Nonverbal Communication
Journal #2 collected
Review for Exam #1 (Chapters 1-6)
Exam #1 can be taken anytime after review but before June 1st
Discuss Informative Speech guidelines
Assign group project

Ethics Essay due
Performance of Literature

**Week 2**
Chapter 7 – Communicating in Interpersonal Relationships
Chapter 8 – Communicating With Friends and Family
Chapter 9 – Communicating With Romantic Partners
Chapter 10 – Communicating for Career Success
Chapter 11 – Communicating in Groups and Teams
Journal #3 collected

Chapter 12 – Preparing Speeches
Chapter 13 – Presenting Speeches
Discuss Persuasive Speech guidelines
Chapter 14 – Speaking to Inform, Persuade and Entertain
Review for Exam #2 (Chapters 7-14)
Exam #2 can be taken anytime after review but before June 1st

Speech Boot Camp

Informative Speeches
Journal #4 collected

Speech Boot Camp

Week 3
Journal #5 collected
Persuasive Speeches

Journal #6 collected
Group presentations Work Day
Draw names for Final/Award Speeches

Group presentations (1-4)
FINALS – Award Speeches

MAYMESTER 2018 IMPORTANT DATES

• Summer I Classes Begin May 20 (M)
• Last day to drop course without a "W" (Certification Date) May 21 (T)
• Last Day to drop course with a "W" May 31 (F)
• Final Exams / Summer I Semester Ends June 5 (W)

BROOKHAVEN COLLEGE’S POLICIES

For more information about the following institutional policies, go to Brookhaven’s Policies or https://www.Brookhavencollege.edu/syllabusaddendum:

• Drop/Withdrawal Policy
• Stop Before You Drop
• Financial Aid Statement
• Financial Aid Certification of Attendance
• International Students
• Religious Holidays
• Academic Integrity
• ADA Statement
• Repeating This Course
• Grade Reports
• FERPA
• Institutional Equity
• Concealed Carry
• Weapons

If Accommodations are needed, students are responsible for notifying the Disability Support Services Department of their need for assistance. Students with documented disabilities, such as mobility impairment, hearing or visual impairment, learning, and/or psychological disorders are eligible for services. The Disability Support Services office is located in Building S, Room 136 and can be reached by
telephone at 972-860-4673 or by email bhcADAservices@dcccd.edu. Students who have documentation on file with Disability Support Services should submit their paperwork to me by the first Friday of this class.

**INSTRUCTOR’S RIGHT TO MODIFY**

This syllabus is subject to change (additional, deletions, or revisions) as the instructor sees necessary. You will be notified of any changes to the Syllabus in class, in an eCampus Announcement and email.