Dear Student,

I would like to welcome you to my class and thank you for including me in your educational journey. As much as I plan (and hope) to teach and share with you, I am just as excited to learn from you. As an educator, I know personal growth and development does not flow in a single direction. With that in mind, this course is nothing short of challenging, yet will offer an opportunity to develop and refine your communication skills in a variety of ways, both personally and professionally, and although it won’t always be fun, I promise to strive to make each class interesting and engaging. By the end of the semester you should not only have a wider grasp of communication concepts and processes and discovered how to be a better, more effective communicator, you should also have learned to cultivate and embrace a mode of critical thinking that you will use long after you complete this course.

As your instructor, you can expect that I will be honest and upfront, maintain an open and accessible line of communication, and help with clarification of concepts and the development of your speeches and projects. Additionally, I will do my very best to provide feedback, upload grades, and respond to questions /emails as promptly as possible. Most importantly, I will show up to our class meetings (on time), be physically and mentally present, and attend each class with energy, enthusiasm, and the assumption that you are as committed to your learning as I am.
As your instructor, I expect you to be honest and responsible for communicating with me when you need assistance; however, I also expect you to utilize the full array of resources available to you (i.e. your syllabus, textbook, and eCampus). I know firsthand how difficult it is to balance work, school, and a life, but unfortunately that is not an acceptable excuse for the lack of care, participation, or effort you should invest into your assignments and/or engagement during class. However, if, or when, life happens and something comes up, I expect you to communicate that to me so we can explore and choose the best course of action. Finally, I expect (and require) you to be respectful to me and your classmates, as we likely have vastly different viewpoints and experiences, all which are welcome in this class.

So here we go! Our journey has officially begun and I look forward to our voyage together!

Mary

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)  
     o 972.484.7652
  2. Brookhaven’s Textbook Semester Loan Program
     o 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.
     o 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](https://www1.dcccd.edu/bhc/textbook-loan/index.cfm))
  3. Brookhaven Library (Located in L Building, L-200)
     o There are copies of the textbook on reserve at the Circulation Desk for use in the Library.

**REQUIRED SKILLS**

A successful student in this course exhibits college-level skills in reading, writing, and speaking. If you are in doubt about your skill level, please contact me.

• **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. Grading Policy: All answers must be written using grammatically correct, complete sentences and NOT phrases or "text-like messages." The highest grade that can be earned on any written assignment is 60% if it is not understandable due to poor grammar or if the ideas are not adequately developed and organized. Points will also be deducted for careless errors in spelling, punctuation, and capitalization.

• **College-Level Speaking** is the ability to communicate orally in clear, coherent, persuasive language appropriate to the purpose, occasion, and audience. It includes acquiring poise and developing control of language. Standard North American English must be used when delivering a speech. Grading Policy: If the content of your speech is unintelligible due to poor English pronunciation, grammar/syntax, word choice, and/or articulation, no credit will be earned for the speech and corresponding assignments.

**CLASS POLICIES**

*eCampus (Blackboard)*

We will utilize eCampus throughout the semester. Along with important class announcements, reminders, and grades, you will also use eCampus for some homework assignments and quizzes and both exams. Additionally, this is where you can locate extra credit opportunities that may pop up during the semester. Be sure your email address listed in eCampus is an email account that you check daily.
**Attendance**
Consistent attendance is very important in this course. I generally expect you to be present and on time to class. Occasionally, life happens and you will be a few minutes late. It is your responsibility to come see me after class if you have missed any announcements. Habitual tardiness and absences will negatively affect your participation grade.

**Participation**
Students are expected to attend each class session, to have read the material that will be covered that day, and to be prepared to actively participate in class discussions. Your participation grade is based on pop quizzes, in-class activities, in-class discussions, and attending class. Simply attending class does not mean that you are participating. Note that it is important that you make an effort to utilize your resources and apply yourself to succeed in this class.

**Late Assignment Policy and Make-up Policy**
Late assignments will not be accepted unless you have contacted me PRIOR to the due date with proper documentation. The best way to contact me is by email at mknickerbocker@dcccd.edu. If an assignment is received late, zero points are earned. Assignments cannot be made up unless approved by me PRIOR to the due date.

**Respect**
Respect is the number one rule in the classroom. Your classmates will come from varied cultures and backgrounds, and each of us will bring opinions based on our own personal experiences. We will often engage in discussions, debates, and potentially controversial topics. A successful classroom will allow for open dialogue without fear of disrespect or rejection. Disrespectful behavior aimed towards a classmate or your instructor will warrant prompt removal from the class.

**Contacting the Instructor**
Please allow 1 business day for a response. For example, if you send me e-mail at 5PM on Friday, do not expect to receive a response until Monday. Emails should be professional and include your full name and section number. Due to FERPA, I am unable to discuss your grade via email; please make an appointment if you have questions regarding your grades. **Remember, before emailing questions please check the syllabus or eCampus first.**

**Technology**
We will use technology often during class. However, I do reserve the right to comment on any over usage and can revoke this privilege if it is abused or becomes distracting. Please keep your phones on silent and refrain from watching videos, listening to music, or browsing social media (including, but not limited to, FaceTime, Snapchat, etc.)

**Extra Credit**
Extra credit will be offered during the semester. Notifications of extra credit opportunities will be provided via eCampus announcements or in class. Please do not ask for extra credit.

**Academic Integrity and Plagiarism Policy**
Plagiarism includes (but is not limited to) copying phrases, sentences, paragraphs, essays, or ideas from another person, a website, or a book without giving proper credit to the author or reusing your own work from a previous class without approval from the instructor. If plagiarism is evident (e.g., credit is not given to the author(s); research is not cited orally, in written work, and on PowerPoint Slides; collusion with another student), then a grade of zero will be assigned to the assignment. Please review the full Student Code of Conduct (https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm?loc=BHC).
Submit Assignments using Acceptable File Formats
Submit assignments as Microsoft Word-compatible attachments (e.g., file names with .docx, .doc, or .rtf are acceptable). Please note that assignments submitted with file names containing .pdf, .wps, .odt, or .txt cannot be opened in eCampus; therefore, they cannot be graded and no credit is earned.

If Accommodations are Needed
If you have documented disabilities (such as mobility impairment, hearing or visual impairment, learning, and/or psychological disorders), then you are eligible for services. For assistance in completing the accommodations process, please contact Brookhaven’s Disability Support Services Department (which is in the Student Services Center, Building S, Room S136 and can be reached by telephone at 972-860-4673 or email at bhcADAservices@dccc.edu. If you have documentation on file with Disability Support Services, please submit your paperwork to me by the first Friday of this class.

SPEECH DELIVERY

Extemporaneous Speaking Style Requirement
Advance preparation is the key to effective public speaking. Therefore, a typed outline and practice sessions (except for the TeamMatch.com assignment) need to be completed prior to delivering your speech. All speeches must be given using an extemporaneous style of delivery; therefore, reading your notes and not looking at your audience is not acceptable. If you read your speech or rely too heavily on your notes, the highest grade you can earn is a 60%.

SPEECH DAY ETIQUETTE

As you know, giving a speech or presentation can be nerve-wracking, so on days when we have speeches I have a 0 tolerance policy for the following actions and/or behaviors: (Committing any of these violations will result in a 10 point deduction from your participation grade)

- No eating.
- No technology use. Phones should be silenced (not on vibrate).
- Walking in or out while a student is presenting. Please wait outside until you hear applause.
- Making inappropriate comments.
- Not giving speakers your full attention, which includes working on other coursework.
- Being late for your speech.

GRADING SCALE and CLASS CALENDAR

The Final Course Grade is based on the Total Points earned according to how well the assignments are completed. Please note that if more than 300 points are lost, then this class cannot be passed with a grade higher than a “D.”

<table>
<thead>
<tr>
<th>Grading Scale Based on 1,000+ Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 - 1,000+ Points = A</td>
</tr>
<tr>
<td>800 - 899 Points = B</td>
</tr>
<tr>
<td>700 – 799 Points = C</td>
</tr>
<tr>
<td>600 – 699 Points = D</td>
</tr>
<tr>
<td>0 - 599 Points = F</td>
</tr>
<tr>
<td>No Participation after Drop Date = N</td>
</tr>
</tbody>
</table>
OVERVIEW OF ASSIGNMENTS

Exams (200 points)
You must demonstrate mastery of the lecture and reading material through examination. You will take two exams: 1) midterm and 2) final. Exams will include multiple-choice questions as well as short-answer, true and false, and matching. These exams will be online. Exams are not comprehensive.

Individual Speeches (400 points) - I will provide you with a detailed assignment description and grading rubric for each speech.

- **Introductory Speech (100)**
  You will prepare a 2-3 minute speech introducing yourself by sharing an important song or object that represents an important aspect of your life. The focus of this assignment is to enhance organizational skills.

- **Impromptu Speech (100)**
  You will give a presentation with limited preparation. It is extremely important that you are in class that day; so check the syllabus and mark your calendar.

- **Persuasive Speech (200)**
  This is a 5-7 minute persuasive speech in which you will extend your Informative Speech (or choose a new a controversial social or political issue that interests you). The goal of the speech is to get your audience to change their beliefs or behaviors about something using the Monroe Motivated Sequence. You will formulate an argument about the persuasive goal and thesis that is presented, complete an audience analysis, research your topic, develop an outline with Works Cited, and create a professional visual aid (PowerPoint or Prezi). You will receive further details later in the semester. **(Outline with References= 50 points; Visual Aid = 50 points; Persuasive Speech = 100 points) (200 total points)**

Peer Teach Group Project (200 points) - I will provide you with a detailed assignment description and grading rubric.

The goals of this course include learning how to communicate in various contexts. Throughout the semester we will explore and utilize many communication concepts in various contexts. The purpose of this assignment is to provide you with an opportunity to utilize the group communication skills you have learned; conduct research on relevant communication theories; demonstrate a thorough understanding of at least one specific concept; and, use critical thinking skills to create an educational presentation for your peers. You will be expected to complete two parts to this presentation: 1) a 5 minute recorded YouTube video or TedX Style Recorded Presentation and 2) a 15 minute activity that processes the concept you cover in your video. Presentations will be shared in class and online. **(Recorded presentation = 100 points; Class Activity = 50 points; References = 25 points Peer Evaluation = 25 points)**

Homework/Quizzes (100 points)
Homework assignments and quizzes will be given throughout the semester. Typically, you will complete them online; however, there may be times quizzes are given in class. It will be imperative for you to utilize your resources (i.e. the syllabus, eCampus, and your classmates) if you are absent from class so you do not miss any homework assignments and/or online quizzes.

In-Class Activities/Participation (100 points)
We will have a variety of in-class activities throughout the semester. Your work must show engagement and comprehension of the material in class. You cannot make-up in-class activities unless you have an authorized absence or proof of a medical issue that prevents you from attending class. You cannot participate if you are not present. It is the student’s responsibility to come to class prepared and ready to engage in class. Participation will be graded twice during the semester. You will receive a grade up to 50 points before the midterm and before the final. Participation will be tracked daily.
### GRADING SCALE & GRADE TRACKER

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams (20% of grade):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam #1 (Midterm)</td>
<td>100</td>
<td></td>
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<tr>
<td>Exam #2 (Final)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Presentations (35% of grade):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Presentation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Impromptu Presentation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Persuasive Presentation</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td><strong>Peer Teach- Group Project (20% of your grade)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Class Activity</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Engagement (20% of grade)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-Class Activities/Participation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Homework/Quizzes</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td><strong>Extra Credit</strong></td>
<td></td>
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<tr>
<td><strong>FINAL TOTAL</strong></td>
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</table>

***The Final Course Grade is based on the total number of points earned according to how well the assignments are completed. The required assignments are worth 1,000 possible points. Your Grade Book is accessible 24/7 so you can check how well you are doing at any point during the semester. The following is the formula to calculate your grade:
## TENTATIVE COURSE SCHEDULE

Readings should be completed **BEFORE** attending the next class meeting.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Read</th>
<th>Homework</th>
</tr>
</thead>
</table>
| Mon – July 8 | *Welcome to Course  
*Chapter 1 – What is Communication? | *Syllabus  
*Chapter 1 & 2 | Access eCampus |
| Tues – July 9 | *Chapter 2 – Self & Perception | *Chapter 3 | Visual Identity Collage |
| Weds – July 10 | *Chapter 3 – Culture  
*Visual Identity Collage | *Chapter 12 & 13  
*Assignment details for Intro Speech | Topic Planning (Intro Speech) |
| Thurs – July 11 | *Chapter 12 & 13  
*Public Speaking  
*Speech Workshop | *Speech Day Etiquette | Finish Intro Speech |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Topic</th>
<th>Read</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon – July 15</td>
<td>*Intro Speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues – July 16</td>
<td>*Intro Speeches</td>
<td>*Chapter 4 &amp; 5</td>
<td></td>
</tr>
</tbody>
</table>
| Weds – July 17 | *Chapter 4 – Language  
*Chapter 5 – Listening | *Chapter 6  
*Assignment details for Impromptu Speech | |
| Thurs – July 18 | *Chapter 6 – Nonverbal  
*Speech Workshop | | |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Topic</th>
<th>Read</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon – July 22</td>
<td>*Impromptu Speech</td>
<td>*Chapter 7</td>
<td></td>
</tr>
</tbody>
</table>
| Tues – July 23 | *Impromptu Speech (if needed)  
*Chapter 7 – Interpersonal | *Chapter 8 & 9  
*Assignment details for Persuasive Speech | Topic Selection (Persuasive Speech)  
Midterm opens 7/24 and closes 7/27 @ 11:59pm on eCampus |
<p>| Weds – July 24 | *Chapter 8 – Comm with Friends &amp; Family | *Supplemental reading on eCampus | |</p>
<table>
<thead>
<tr>
<th><strong>Week 4</strong></th>
<th><strong>Topic</strong></th>
<th><strong>Read</strong></th>
<th><strong>Homework</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon – July 29</td>
<td><em>Persuasive Speech</em></td>
<td></td>
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</tr>
</tbody>
</table>
| Tues – July 30 | *Persuasive Speech* | *Chapter 11*  
*Assignment details for Peer Teach Group Project* | |
| Weds – July 31 | *Chapter 11 – Group Communication*  
*Topic Planning for Peer Teach Group Project* | | |
| Thurs – August 1 | *Group Work* | | Finish Peer Teach Group Project |

<table>
<thead>
<tr>
<th><strong>Week 5</strong></th>
<th><strong>Topic</strong></th>
<th><strong>Read</strong></th>
<th><strong>Homework</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon – August 5</td>
<td></td>
<td>Peer Teach Group Presentations</td>
<td></td>
</tr>
<tr>
<td>Tues – August 6</td>
<td></td>
<td>Peer Teach Group Presentations</td>
<td></td>
</tr>
</tbody>
</table>
| Weds – August 7 | | Peer Teach Group Presentations  
Last day/Course Wrap-up | |
| Thurs – August 8 | | *Final Exam closes Wednesday, August 7th @ 11:59pm on eCampus* | |
SUMMER II 2019 IMPORTANT DATES

- Summer II Classes Begin: July 8 (M)
- Last day to drop course without a "W" (Certification Date): July 11 (R)
- Last Day to drop course with a "W": July 30 (T)
- Final Exams / Summer II Semester Ends: August 8 (R)
- Last Day to submit grades through eConnect: August 10 (S)

BROOKHAVEN COLLEGE’S POLICIES

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

Student Success
- Academic Advising/Degree Planning
- Tutoring
- Cheating, Plagiarism and Collusion
- Computer Use Policy
- Student Survey of Instruction
- Grade Reports
- Religious and Ethnic Holiday Observance
- Harassment, Discrimination & Sexual Misconduct
- FERPA

Students Receiving Financial Aid
- Attendance and Participation
- Withdrawing from Classes

Class Drop and Repeat Options
- Withdrawal Policy
- Repeating a Course & Third Drop Rule
- Six Drop Rule

In Case of a Campus Emergency

Concealed Carry
- Weapons

Students with Disabilities
- If you are a student with a disability and/or special needs who requires accommodations, please contact the Disability Services Office (DSO) at Brookhaven College.
- If you are eligible for accommodations, please contact DSO to send your accommodation request to me by the first Friday of this class.
- Please note that all communication with DSO is confidential. Visit the Disability Services webpage for more information about disability services available across the district or contact the DCCCD Office of Institutional Equity at 214-378-1633.

Syllabus Change Disclaimer (Instructor’s Right to Modify)
- Instructors reserve the right to amend a syllabus as necessary.
- If a modification is required, I will notify you by posting the change on the eCampus Announcement page and through email. Please do not hesitate to ask all questions. I am here to help you.