EASTFIELD COLLEGE

SPEECH COMMUNICATION (SPCH 1311)

Arts, Language and Literature Division

2019SU – Spch-1311 45032

Bob Hopkins 972-860-1046 or cell 214-502-0306

BobHopkins@dccc.edu or bhopbobtx@yahoo.com

Office hours: By Appt. only.

Course Materials

Human Communications – The Basic Course

Joseph A. DeVito, Twelfth Edition or Thirteenth Edition

Supplies needed 3x5 blank cards Prezi account – Skype account

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.)

Developmental Courses

The Texas Success initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1414 etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with
a grade of C or higher. In some cases retesting will also be required it is up to each student to be aware and informed about requirements that are subject to change. Additional info is available from the TSI Office.

Institutional Policies and Services

Institutional Policies relating to this course can be accessed from this link:


E-mail

You must establish an Eastfield College e-mail address. Any of your written correspondence must be from your Eastfield e-mail (NetMail) account. You can do this through econnect. Once you do this make sure that you change your e-mail address on-campus to your NetMail account.

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.

By the end of Speech Communication SPCH 1311, students should be able to

Classify the domains of human communication

Apply effective listening and responding skills as the student analyzes communication barriers.

Articulate the components of culture which impacts everyday communication encounters in an increasingly diverse multicultural context. This includes verbal and nonverbal
differences.

Examine how self-concept, perception and self image continue to influence their communication.

Describe how a relationship has developed and perhaps disintegrated and how that relationship could have been improved through the use of different strategies. Employ the process of conflict management.

Develop effective informative and persuasive speech techniques to include the following components: topic selection, outlining, research techniques, selection of credible data, visual aid(s), and verbal/nonverbal delivery techniques.

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 delivery techniques.

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

Exemplary Educational Objectives (EEO) in Communication

Speech 1311, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board.
1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing and presentation

2. To understand the importance of specifying audience and purpose and to select appropriate communication choices

3. To understand and appropriately apply modes of expression, such as, descriptive, expositive, narrative, scientific, and self-expressive, in written, visual and oral communication.

4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

6. To develop the ability to research and write a documented paper and to give an oral presentation.

Speech 1311 Course Objectives

Upon completion of Speech Communication 1311, students should be able to demonstrate competence in intrapersonal, interpersonal, small group and public communication by:

I. Applying knowledge of basic human communication theory and practice.

The student will be able to:

1. Define communication and identify elements involved in any communication process;

2. Define the various domains of human communication: intrapersonal,

II. Interpersonal, small group and public speaking;

3. Identify barriers to communication and ways to improve one’s own skills; and
4. Discuss the impact that multicultural difference has on communication

Explaining and describing basic intrapersonal and interpersonal concepts of understanding one’s self and relationships between self and others.

The student will be able to:

1. Define self-concept, perception and self-image and describe how these issues affect communication;

2. Develop strategies for improving interpersonal relationships;

3. Describe how relationships develop and disintegrate;

4. Describe ways to improve self-esteem;

5. Define and demonstrate and understand “appropriate self-disclosure”;

6. Define and distinguish between; empathy and sympathy; thinking and feeling; listening and hearing;

7. Define and demonstrate processes of conflict management; and

8. Describe and assess how culture affects relationships.

Employing active listening and responding skills.

The student will be able to:

1. Demonstrate and employ appropriate listening skills (active, critical, empathic) in family, community, work place, etc.;

2. Demonstrating ability in the use of appropriate feedback; and

3. Demonstrate effective interviewing skills.

Explaining, illustrating and interpreting basic principles of verbal and nonverbal communication.
The student will be able to:

1. Recognize and discuss the principles and types of nonverbal communication;

2. Discuss and illustrate how the use of language affects communication;

3. Recognize how written and spoken communication styles differ; and communicate verbally and nonverbally.

Participating as a productive member of a small group.

The student will be able to:

1. Summarize characteristics of a small group and situations in which a group decision is superior to individual decision-making.

2. Identify group participation roles, skills, attitudes and their consequences;

3. Distinguish between productive and non-productive behaviors in a small group;

4. Identify leadership styles and their application to real-world situations; and

5. Demonstrate and discuss understanding of conflict management.

The student will be able to:

1. Discuss, identify and demonstrate the characteristics of an effective speaker;

2. Develop strategies for building speech confidence;

3. Demonstrate ability to gather support material for speeches, including research and data bases;

4. Demonstrate effective nonverbal skills for public speaking;

5. Identify and apply informative and persuasive speaking strategies;
6. Deliver formal public speeches; and

7. Use various types of visual aids.

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.

This course will also focus on the nonprofit community. Students will study, research, develop ideas and thoughts that have to do with PHILANTHROPY. Philanthropy is derived from the Greek word Philos. LOVE OF MANKIND. The participation in Philanthropy or community service has been understood to enhance one’s self-esteem. Self-esteem improvement will enhance one’s ability to communicate at all levels. Therefore, students will learn about volunteerism and will have opportunity to be involved with community service activities.

Students will learn the history of philanthropy and will meet and hear speakers who are philanthropic in nature. This course will increase and will be intended to help students learn about volunteerism in the community and hopefully WANT to become a life GIVER.

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Semester Points Grade Calculation

70% of grade will be speeches –

Dear Diary 10%

Small Group 10%
Informative WITH PREZI 10%
Persuasive, NO prezi. 10%
Midterm exam 05%
Museum & TAPESTRY 10%
Business Card 05%
Networking 05%
Chapter Pres 10%
Eulogy 10%
Class part. 10%
Final exam 05%
Total points 1,000

Speeches May not be made up (without special permission). You must present on your assigned date of speech delivery unless you have special permission. You must attend all speeches given by your classmates. You will critique your own persuasive speech. In addition you will add insightful comments after each of your fellow classmate’s critiques. A typed preparation outline of your speech must be submitted to the professor prior to giving your speech. (preferred outline format) You may only use 3x5 white lined index cards for presentation notes. Informative, Group and Persuasive speeches will require a PREZI

- Every computer in the Computer Lab (L-108) is set up just like the machines in the classrooms. Use one of them to test your presentation. Do this well in advance of your presentation. Make sure that there aren’t any problems with your presentation.

- Professional dress is required for all speeches.
  - Gentlemen: dress slacks, collared shirt, tie and dress shoes or appropriate to speech topic.
Ladies: dress, skirt, dress slacks, long sleeve blouse, dress shoes or appropriate to speech topic. Assignments

- Assignments will be collected at the beginning of class. If the assignment was not presented at the time of collection, it is considered late. Generally, late assignments will not be accepted. Illness, deaths in the family, court dates and other emergencies must be verifiable to receive credit. You are expected to turn in assignments that have been proofread and any errors corrected. The Learning Assistance Center (LAC) can assist you in doing this.
- Your assignment must be stapled.

If a speaker does not have his/her presentation outline and PowerPoint, that person will not be allowed to present and will receive a grade of “F”.

Courtesy dictates that students who arrive late or leave in the middle of a speech, will NOT re enter the class while a speech is being delivered. For courtesy purposes again, no student has the right to disrupt the class at anytime. There will be consequences.

Random classroom requirements: NO HATS in class.

NO FOOD OR DRINK

NO PETS

NO Visitors without special permission.

The instructor may ask the student to RE give his/her speech, if he decides that the speaker can do better with more preparation. The second or third repeat may enhance the student’s grade.

All speeches should have at least FOUR (4) support resources; from media sources. Books, magazines, internet, television, radio personal interviews or polls.

Final Grade Reports

Grade reports are not mailed. Convenient access is available online. Use your student identification number when you log in to eConnect or call DCCCD Touch Tone Services. Web site address: http://econnect.dcccd.edu/

Attendance
Class attendance is important. It is the responsibility of the student to arrive in class on time, be prepared for class and remain in class for the whole class session. (Unless you receive special permission to do otherwise.) Absences will be noted on your name card. 10 pts. will be subtracted from the participation grade for each absence, excused or not.

This class is experiential, that is in order to learn you must take part in the various lectures, group work, research, discussions, questionnaires, written assignments, impromptu exercises, and other experiences that make up the daily curriculum.

If you cannot complete SPCH 1311 remember you must drop before the drop date. It is listed on campus website.

Changes to the Syllabus

The instructor reserves the right to change/revise the syllabus at any time during the semester. Any change/revision would be made in direct response to the needs of the students and the learning process. Students will be notified either orally and/or in writing of any change/revision to this syllabus.