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: Michelle Meyer
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Office Phone Number: 972-273-3379
Office Location: P 218
Office Hours: By appointment

Course Information
Course title: Introduction to Speech Communication
Course number: Speech 1311
Section number: 75001
Credit hours: 3
Class meeting time: MTWR 12:00-2:00 Room T 206

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.
SAGE SCHOLAR: Sustainability Awareness and Global Education (SAGE) theme course.

Required or Recommended Textbooks
SPEECH 1311 teaches and assesses the following State Core Curriculum Objectives as defined by the Texas Higher Education Coordinating Board.

2018 Core Curriculum Objectives:

Program-Level Objectives 1: Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication

1. **Written**: Process and produce effective written communication adapted to audience, purpose, and time constraints.

2. **Oral**: Produce effective oral communication adapted to audience, purpose, and time constraints.

3. **Visual**: Effectively interpret visual images or produce effective visual images.

4. **Listening**: Comprehend, and analyze oral information.

Program-Level Objectives 2: Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Program-Level Objectives 4: Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Program-Level Objectives 5: Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

State Core Curriculum Objectives Addressed in Speech 1311 SLOs

<table>
<thead>
<tr>
<th>Departmental SLO POST TEST</th>
<th>Departmental SLO LISTENINGTEST</th>
<th>Departmental SLO PERSUASIVE ANALYSIS</th>
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<tbody>
<tr>
<td>All students in SPCH 1311 will take a course post-test over the basic components of the fundamentals of communication studies, communication contexts, public speaking; specifically addressing Ethical values in Persuasion, Intercultural Communication, and Leadership in the Workplace. Students will demonstrate 70% proficiency on the course post-test. 1.3, 2, 5.</td>
<td>All students in SPCH 1311 will differentiate between hearing and listening at 70% proficiency on the departmental quiz 1.3, 1.4, 2.</td>
<td>All students in SPCH 1311 will Analyze a persuasive presentation and identify the attention getting statement, the preview of main points, the organizational pattern, a review of main points, an appropriate call to action with the number of sources used in the speech at 70% proficiency as measured by the course rubric. 1.3, 1.4, 2.</td>
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</tbody>
</table>

Course Objectives:

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking
Course Learning Outcomes:

Upon successful completion of this course, students will:

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

Recognize how to communicate within diverse environments

As this is a class with an online component, there are required online study materials and activities that are available on eCampus for the entire semester and accessible almost 24/7. Therefore, access to a computer with Internet access and updated software (available free from Adobe.com) are required. If a student does not have a home computer or Internet, such options as the Student Resource Center located in the North Lake Library or at a local public library are available. Students may also search for other locations with such services.

Course Outline:
Everything below is subject to change according to time and other factors at my discretion. I am looking forward to an exciting semester together.

Tests: There will be 3 on-line tests administered during the semester. You will need to finish the test in one sitting. It is open book and you have 2.5 hours to complete it. It is best to read the chapters before you take the test. It can be found in your eCampus under TESTS, then select the specific test. Each test is worth 100 pts. Total Points for three tests =300. You Need Connect Access to take the tests.

Effective Communication Project: In a small group, you 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. The group is also required to use props/visual aids to enhance the reality of the presentation. Students will be given class time to prepare for this project. However, preparation outside of class will probably be necessary. One person in the group will act as narrator. The group will prepare a typed script for you presentation, and the script is due at least two class periods prior to the presentation. Each member of the group will be evaluated on over-all contribution to the organization, development, and presentation of the project. 80% of the grade will be determined by my evaluation and 20% by peer evaluation through individual evaluations and a group journal. Journals and evaluations will be due prior to the presentation. There will be no make-up of the Group Project. Presentation=105 points. Teamwork/Peer Evaluations--20 points. Total Points=125.

Concept Comprehension/Service Orientation: You will be asked to "Pay It Forward", and develop a plan of action to engage in service to one of the following people: a family member, a business/community member, and a friend. This will be a socially sustainable project. You will be expected to produce a minimum of a one-page plan of action for your people and a 2-3 page paper that outlines service performed, communication skills and concepts that are applicable to the service and provide a critical analysis of the outcome of that service. Total Points=150.
On-line Quizzes and Group form: You will be asked to take a course post-test, a listening test, and a Persuasive Speech analysis as well as complete a group form. Total Points=25.

IN-CLASS ACTIVITIES: Including getting acquainted, listening story, listening quiz, brainstorming, cultural quiz, gender collaboration, interpersonal surveys, communication skills assessments, group collaborations, and other active learning pieces.

Discussion Board: There will be two discussions. One will be a socially sustainable discussion. (50 pts)

Formal speeches:
1. Self-Concept Speech: This is a self-disclosure speech and you are to have a visual representation of how you see yourself. You will present each object and build an analogy between that object and yourself. The objects are to be representative. No pictures of items or people are accepted. You will present a three-four minute speech on-line telling who you are as well as turn in your typed outline and at least 1 note card for your speech 1 class prior to posting your speech. You will be expected to use these 5 visual aids/props (10 pts), prepare and turn in a typed outline (5 pts), a key word outline (5pts), and deliver the presentation extemporaneously (30pts).Total Points = 50.

2. The second presentation is an in class Demonstration Speech (4-5 min.). This is a process speech where you will demonstrate to the class how to do something, e.g., bake a cake, fly a kite, roller skate, etc.. You will be expected to use visual aids/props (10 pts) prepare and turn in a typed outline (5 pts), a key word outline (5pts), complete a self-critique of your performance (5 pts), and deliver the speech extemporaneously (75 pts). Total Points=100. See handout pages16-22. Your topic needs approval prior to our speech performance.

3. The final presentation is an online persuasive speech (3-5 min.) You will be expected to use at least three technology driven visual aids[graphics and power point] (5pts), prepare and turn in a typed outline (10 pts), a key word outline (4 pts) , a minimum 3-source MLA bibliography (6 pts) 1 class prior to posting your speech. You will deliver the presentation extemporaneously to an audience of at least three people (75 pts) and post it online. Total Points=100. Your topic needs approval prior to your speech performance.

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 WIKEPEDIA. 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.

Evaluation Procedures:

All tests and assignments (the recitation assignments, the speech assignments, lab assignments, etc.) are based upon a point system. Please keep track of your grades on this page. You may earn points in the following manner:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>Test I</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Test II</td>
<td>100 points</td>
<td></td>
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<tr>
<td>Test III</td>
<td>100 points</td>
<td></td>
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<tr>
<td>Self-concept/Who Speech I(On-Line)</td>
<td>50 points</td>
<td></td>
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<tr>
<td>Speech II (Demo)</td>
<td>100 points</td>
<td></td>
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</tbody>
</table>
Speech III (On-Line Persuasive) 100 points  
Effective Communication Project 125 points  
On-line quizzes and form 25 points  
2 Discussion Boards 50 points  
Concept Comprehension/Service Orientation 150 points  
Attendance 100 points  

TOTAL POSSIBLE POINTS 1000 points TOTAL_____

Means of Assessment of Course Learning Outcomes

Exams, Oral Presentations, Group Work, Written Papers, Class Participation/Attendance, On-line surveys, & Communication Activities.

CLASS PARTICIPATION is an important component of this course. Your participation/attendance in this course is essential to the success of the learning experience. I expect you to be present during each class meeting, to arrive when class begins and to stay until class is over. As an incentive to attend regularly, you will receive an attendance grade for the semester. If you miss three or more classes, 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 between an A and B, B or C, etc. It is your responsibility to keep up with information discussed in class when absent. (Please make a friend in class and cover for each other.) An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, school-sponsored activity, or approved religious holiday- however, appropriate documentation must be provided within two class periods of your return date to class!

Attendance/Participation points computed as follows, with your starting out with 100 points.

Classes
0 absences 100 points
1 absence 60 points
2 absences 30 points
3 absences 0 points

(3 Tardies = 1 Absence)

Exams and Assignments

Self-disclosure speech, demonstration speech, persuasive speech, and final group presentation. In addition, three written exams, and a communication concepts project that includes a goals section and a reflection/critical analysis section, as well as various non-graded in and out of class communication activities.

Grading Scale

The grade for this course is based on a point count system, as follows:  
A= 900-1000 and all graded assignments  
B= 800-899  
C= 700-799  
D= 600-699  
F= 599 or less
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, attend class, and be on time

CLASSROOM REQUIREMENTS:
A. It is expected that you will develop an ethical framework to guide communication interactions.
B. There will be no make-up speeches.
C. You should email ALL assignments to yourself before they are turned in, since I will NOT be held responsible for lost or missing papers.
D. I expect you to be On TIME for class and stay until class is over. However, if it is an emergency, come and talk to me.
E. Three tardies equals one absence.
F. You will receive a thorough description of requirements for all formal assignments before they are due. All assignments done outside of class must be TYPED, double-spaced, with appropriate margin, and a font size of 12-14 points to receive credit (e.g., papers, outlines, etc.). Your Works Cited will be in MLA format in accordance with the latest ed.
G. Any speech in which the minimum number of sources is not used/cited, will receive a grade deduction. This includes oral citations when presenting the speech as well as in written form in the bibliography. In addition, any speech read from notes will not receive above a “C” grade.
H. 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.
I. It is your responsibility to engage in behavior that is respectful and supportive during classroom instruction and interaction this also means listening attentively to your fellow classmates when they are delivering their speeches. (See Student Code of Conduct).
J. Do not chew gum or wear caps during your speech.
K. Do not enter the classroom if a student is giving a speech. Wait outside and when the speech is over, you may come into the classroom.
L. Some Speeches are recorded.
M. Laptops and ipads may be used in class ONLY for note taking when your professor is lecturing or reviewing you for tests.
N. Cell phones must be turned off or to vibrate during class. No Texting.
O. Students are expected to behave as adults in a college-appropriate manner. These expected behaviors include punctuality, participation in activities, and positive contribution to the work at hand. Behaviors such as habitual or excessive tardiness, sleeping in class, and excessive talking during instruction or verbal attacks will result in loss of daily participation points. Additionally, after one private warning from the instructor regarding disruptive behavior from individual students, the instructor may elect to refer the student to the Dean of Students AND that student will not be allowed to return to the class until a meeting with the Dean of Students has taken place and appropriate decisions have been made.
P. 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.
Institutional Policies relating to this course can be accessed from the following link:

www.northlakecollege.edu/syllabipolicies

Service Learning

What is Service Learning? Service Learning (SL) is a program in which you will learn and develop through thoughtfully organized service experiences by participating in meeting real community needs. The program combines academic instruction along with active community service that utilizes both critical and reflective thinking skills that assist you in examining your civic responsibilities in the world in which you live.

See your eCampus classroom for enrollment instructions.

https://dccc.yuja.com/V/Video?v=273492&node=1316620&a=957056999&autoplay=1

For questions or concerns, contact the Service Learning Coordinator, Katherine Villarreal, at kvillarreal@dcccd.edu or nlcsl@dcccd.edu.
# SPEECH 1311 Learning Activities, Objectives, and Assessment

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Learning Objectives</th>
<th>Assessment</th>
<th>State Core Curriculum Objectives Addressed</th>
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<tbody>
<tr>
<td><strong>1. Speech 1—Self Concept:</strong> Students will be asked to present online a speech of self-disclosure, to describe who you are or represent aspects of yourself using visual aids. This assignment is designed to help you understand more fully some of the aspects of your self-concept. The student will need a keyword outline, a typed full sentence outline, and visual aids for this speech.</td>
<td>This 3-4 minute speech requires the student to search within himself/herself to discover who he/she is since people who self-disclose are better communicators and understanding the world begins with understanding yourself.</td>
<td>Written and oral critiques. Complete assessment and assignment included on eCampus under Course documents.</td>
<td>1.1, 1.2, 1.3, 1.4, 2, 5.</td>
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<td><strong>2. Speech 2—Demonstration:</strong> This is a process speech where students demonstrate how to do something; the student assumes the role of a teacher. Minimal notes. Student must have a visual aid as well as a keyword outline and a typed full sentence outline for this speech. This speech is recorded.</td>
<td>This 4-5 minute speech requires the student to teach the class how to do something using as much audience involvement as possible. Topic must be pre-approved by professor. Student should demonstrate effective delivery and organizational skills.</td>
<td>Written and oral critiques as well as typewritten complete sentence outline, keyword outline, and visual aids. Complete assessment and assignment included on eCampus under Course documents.</td>
<td>1.1, 1.2, 1.3, 1.4, 2, 5.</td>
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<td><strong>4. The Effective Communication Group Project:</strong> 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.</td>
<td>The group project teaches the students effective use communication skills to solve problems, reduce conflict, and create a win-win situation. In an interpersonal interaction, the success or failure of the relationship is often dependent upon the skill level of the participant.</td>
<td>Each member of the group will be evaluated on over-all contribution to the organization, development, and presentation of the project. 80% of the grade will be determined by Instructor evaluation and 20% by peer evaluation through individual evaluations and a group journal. Complete assessment and assignment included on eCampus under Course documents.</td>
<td>1.1, 1.2, 1.3, 1.4, 2, 4, 5.</td>
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<td><strong>5. Three tests covering the contents of the textbook.</strong></td>
<td>Demonstrates understanding of communication theory and significance of communication skills in our lives</td>
<td>By number of questions answered correctly</td>
<td>1.1, 1.2, 1.3, 1.4, 2, 5.</td>
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<tr>
<td><strong>6. Concept Comprehension/Service Orientation Project:</strong> The student develops a plan of action to positively change the life of one person and then act upon that plan to positively influence and/or support that person, to record interactions in a daily journal, and prepare a reflective summary describing communication interactions and application of communication concepts.</td>
<td>Social and community engagement, based on the concept of <em>Pay It Forward</em>, affords you the opportunity to be of service and influence others through the application of communication concepts and principles. Learning to positively engage others and be of benefit without expectation of return gives you the opportunity to understand the effects of your behavior on others, learn how to assist others in their growth/awareness, and to engage in appropriate and supportive behaviors.</td>
<td>The students’ understanding of the communication concepts are demonstrated through analysis of interactions according to the specific criteria. This includes a one-page plan of action and a three-page critical analysis/reflection paper over the experience as well as daily journals. There are written critiques on the students’ paper. Complete assessment and assignment included on eCampus under Course documents.</td>
<td>1.1, 1.2, 1.4, 2, 4, 5.</td>
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<td><strong>7. In-class and on-line activities</strong> include getting acquainted, listening story, listening quiz, brainstorming, cultural quiz, gender collaboration, interpersonal surveys, communication skills assessments, online quizzes, group collaborations, and other active learning pieces.</td>
<td>These activities emphasize interviewing, listening, self-disclosure, non-verbal communication, persuasive techniques, perception, the functions of small groups, interpersonal concepts and skills usage,</td>
<td>Participation in activities and discussion after their completion using the Socratic method and other active learning methods.</td>
<td>1.1, 1.2, 1.3, 1.4, 2, 4, 5.</td>
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<td>WEEK/DAY</td>
<td>DATE</td>
<td>ACTIVITY</td>
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<tr>
<td>Day 2</td>
<td>6/10</td>
<td>Chapter 2, activities, and Chapter 3 (Language and Meaning). (Census date)</td>
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<tr>
<td>Day 3</td>
<td>6/11</td>
<td>“Pay it Forward” <strong>Service Goal due.</strong> Chapters; 4 (Nonverbal Communication) Begin chapter 5 on Listening.</td>
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<tr>
<td>Day 4</td>
<td>6/12</td>
<td><strong>Outlines and note cards for Self-Concept Speeches due</strong> 5 (Listening and Critical Thinking &amp; Gender Communication). Begin chapter 6 on Interpersonal. <strong>TEST I (Chapters 1, 2, 3, 4, 5.) to be completed online by Thursday 4/16 by midnight.</strong></td>
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<tr>
<td>Day 5</td>
<td>6/13</td>
<td>Finish Chapter 6 (Interpersonal Communication). <strong>Self-Concept Speeches due online before midnight Friday.</strong> Chapter 10 (Topic/ Audience),</td>
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<td>Day 6</td>
<td>6/17</td>
<td><strong>Assign Effective Communication Project;</strong> Chapter 9 (Small Groups). break into groups. <strong>Demo Topics Due!</strong></td>
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<tr>
<td>Day 7</td>
<td>6/18</td>
<td><strong>Group work possibly. TEST I Chapters 1, 2, 3, 4, 5 due by midnight.</strong> 11 (Credibility and evidence), Chapter 13 (Delivery), Chapter 14 (Informative Speaking).</td>
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<tr>
<td>Day 8</td>
<td>6/19</td>
<td>Chapter 12 (Organization). Start Chapter 15 (Persuasive Speaking). <strong>Demo Topic Due</strong></td>
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<tr>
<td>Day 9</td>
<td>6/20</td>
<td>Finish Chapter 15 (Persuasive Speaking). <strong>6 Bonus Point Demonstration Speeches Due!</strong> Go over Pay it Forward Reflective Summary.</td>
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<tr>
<td>Day 10</td>
<td>6/24</td>
<td><strong>Demonstration Speeches due. TEST II (Chapters 10, 11, 12, 13, 14, 15) to be completed online by Friday, 4/26, by midnight.</strong></td>
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<tr>
<td>Day 11</td>
<td>6/25</td>
<td><strong>Last 3 Demonstration Speeches due.</strong> Chapter 8 (Workplace Communications). <strong>Persuasive Topics due.</strong> Chapter 7 (Intercultural Communications). Go over Pay it Forward Reflective Summary. <strong>Last day to drop.</strong></td>
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<tr>
<td>Day 12</td>
<td>6/26</td>
<td>Work on Persuasive speeches and group project. <strong>Attendance required!</strong> Go over Pay it Forward Reflective Summary.</td>
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<tr>
<td>Day 13</td>
<td>6/27</td>
<td>Work on speeches and group project. <strong>Attendance required! Concept Comprehension/Service Orientation Project due.</strong></td>
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<tr>
<td>Day 14</td>
<td>7/1</td>
<td>Work on speeches and group project. Persuasive Speech outlines and note cards due. Persuasive Speeches Due Online <strong>Thurs.</strong> Group work.. Drop Date <strong>Test III (Chapters 6, 7, 8, 9, and Mediated communication) due by midnight Sat. 5/11 Attendance required!</strong></td>
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<tr>
<td>Day 15</td>
<td>7/2</td>
<td><strong>Groups Attendance required!</strong></td>
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<tr>
<td>Day 16</td>
<td>7/3</td>
<td>Work on small groups. <strong>Effective Communication Projects due. Whew! All Done Bring snacks!!!</strong></td>
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</table>
I have read, understand, and agree to comply with the procedures and policies for this course, as outlined in the syllabus. Please give reliable information especially phone numbers.

Print name: __________________________________________________________

Signature: ____________________________________________________________

Contact info: ph. #s ________________________________________________

E-mail: ____________________________________________________________

What should I know i.e. are you a parent, learning differences, etc.
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