Course title: Introduction to Human Communication

Course number: SPCH 1311 Credit hours: 3 Course description: Available in the Course Catalog Course prerequisites: None

Required or Recommended Textbooks and Materials Required Textbook: 1 Course Text with Connect Code purchase (Code equates to Credited Points)
Course Objectives Students should be knowledgeable on a variety of subject areas (including the other college courses they are taking currently or have taken; as well as current events); students should be able to demonstrate competent communication skills, and should share an attitude that values efforts to create a sustainable community/world. Students are expected to interact with one another and their professor to share their perspectives over the course content.

1. Applying knowledge of human communication theory and practice.

The student should be able to: (This objective satisfies CCIC 1-5 and EEO 1-6)

   A. Define communication and identify the elements involved in any communication process;

   B. Define the various domains of human communication: Intrapersonal, Interpersonal, Small Group, Public

   C. Speaking and Mass Communication;

   D. Identify barriers to communication and ways to improve one’s own skills;

   E. Discuss the impact that multicultural difference has on communication.

2. Exhibiting awareness of yourself and others.

The student should be able to: (This objective satisfies CCIC 1-6 and EEO 1-6)

A. Define self-concept, perception, and self-image and describe how these issues affect communication; B. Develop strategies for improving interpersonal relationships;
C. Describe how relationships develop and disintegrate;

D. Describe ways to improve self-esteem;

E. Define and Demonstrate an understanding of “appropriate self-disclosure”;

F. Define and Distinguish between: empathy/sympathy; thinking/feeling; listening/hearing; G. Define and Demonstrate an understanding of the different roles each of us as humans play; H. Define and Demonstrate a process of conflict management;

I. Describe and Assess how culture affects/impacts relationships.

1. Employing active listening and responding skills.

2. The student should be able to: (This objective satisfies CCIC 1-5 and EEO 1-6)

3. A. Demonstrate and employ appropriate active listening skills (informative, critical, empathic) in family, community, workplace, etc;

4. B. Demonstrate ability in the use of appropriate feedback;
   C. Demonstrate an understanding of effective interviewing skills.

5. Explaining, illustrating, and interpreting basic principles of verbal and nonverbal communication. (This objective satisfies CCIC 1-5 and EEO 1-6)
   The student should be able to:

   A. Recognize and discuss the principles and types of nonverbal communication;
   B. Discuss and illustrate how the use of language affects communication;
   C. Distinguish between productive and non-productive behaviors in a small group;
   D. Identify leadership styles and application to real-world situations; E. Demonstrate and discuss understanding of conflict management.

5. Organizing and presenting effective formal oral presentations.

The student should be able to: (This objective satisfies CCIC 1-6 and EEO 1-6)

   A. Discuss, identify, and demonstrate the characteristics of an effective speaker;
   B. Develop strategies for building speech confidence;
C. Demonstrate an ability to gather support material for speeches, including research and data bases;

D. Demonstrate effective nonverbal skills for public speaking;

E. Identify and apply informative and persuasive speaking strategies;

F. Deliver formal public speeches;

G. Successfully utilize various types of visual aids

**Specific Course Learning Outcomes**

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

Learning Outcomes 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

**Course Objectives**

**REQUIRED CORE OBJECTIVES – TO TEACH AND ASSESS IN EVERY COURSE IN THIS FCA**

1. **CRITICAL THINKING SKILLS** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. **COMMUNICATION SKILLS** – to include effective development, interpretation and expression of ideas through written, oral and visual communication

3. Written Communication Skills
· **TEAMWORK** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

· **PERSONAL RESPONSIBILITY** – to include the ability to connect choices, actions and consequences to ethical decision-making

**Means of Assessment of Course Learning Outcomes**

**METHODS:** Students will be responsible for learning/enhancing skills through us of: -- written assignments --oral activities --individual & group activities --lectures --class presentations --research --technology use.

Students are encouraged to review evaluation rubrics posted in eCampus. College level reading, writing, speaking, listening, computer literacy and critical thinking skills are essential to successfully complete this course. Sample speeches are posted on YouTube: Channel—ShopkinsShouts (same on Social Media: Twitter).

**Listening Written Oral Visual**

**Evaluation Procedures: Exams and Assignments**

**Specific Learning Activities**

**A. Public Speeches.** (A TYPED OUTLINE IS DUE ON THE DAY OF EACH STUDENTS ASSIGNED SPEECH! IT IS IMPORTANT TO STAY WITHIN THE TIME LIMITS PROVIDED FOR THE ASSIGNED SPEECHES. VIOLATION OF THESE TWO GUIDELINES WILL RESULT IN POINTS LOST ON YOUR EVALUATION. LATE work, on any assignment, is NOT accepted.

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). You want to be creative with how you present your speeches, but you MUST also remember your target audience. The context for your speech is a professional/academic audience. You should NOT post anything that could harm your opportunities for future employment, political service, or that violates any local, state, or federal laws.) **The following speeches address Intellectual Competencies 1-6 and Educational Objectives 1-6.**
NOTE: ANY SPEECH READ FROM NOTES WILL NOT RECEIVE ABOVE A "C" GRADE. Your goal must be to communicate clearly with your intended audience. (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). The following speeches address Intellectual Competencies 1-6 Educational Objectives 1-6.

1. "Who am I?" -- This is a self-disclosure speech and you are to have a visual representation of how you see yourself. Present a three minute speech telling class who you are, and turn in to me a Typed outline of your speech at the time of delivery. We will videotape these speeches and you will critique yourself. (You must have visual aid). Minimal notes only. See handout.

2. Demonstration Speech -- 5-6 minutes. This is a process speech and you will demonstrate to the class how to do something, e.g., bake a dessert, self-defense, roller blade, etc., using as much audience involvement as possible. (You must have visual aids). Minimal notes only. A typed outline of your speech is due at the time of delivery. See handout.

2. Reaction (Persuasive) Speech – 5-7 minutes. You want to select a topic that addresses Sustainability (Environmental, Financial, or Wellness). Please consider articles presented in Popular Science, Scientific American, Science News, NPR, or on the United Nations homepage. Once your topic is approved, you must support your point of view with college level supporting materials (expert testimony, statistics, etc.) through the use of five or more oral footnotes in your speech. Turn in to me a typed outline (with parenthetical documentation), works cited page (MLA format).

1. Panel Symposium and Problem Solving -- You and three or four others, will decide on a topic of current interest for your group to thoroughly research, e.g., "The Impacts of Nanotechnology on society." Everyone in your group will research some aspect of the topic and then your group will present a panel symposium on the same. Each member will have a 5 to 7 minute prepared speech on his aspect of the topic making use of at least five oral footnotes throughout the speech to indicate scholarly research. There will be a question and answer period at the end of the presentation. Each person in the group needs at least five reference sources with Works Cited page using your MLA Handbook. Minimal Notes Only. Each group MUST turn one pocket folder, typed outlines (with parenthetical documentation), and works cited page at the time of delivery. Specific folder requirements will be provided in class. Groups will post information in eCampus.
2. Final Performance – 4-6 minutes. Use some media in addition to yourself. Time permitting and with instructor approval this may be a speech, an interpretive performance, a scene from a play, or original skit, etc. BE CREATIVE AND INNOVATIVE. I want you to use slides, music, costume, etc. You may work on this with someone else in the class, but then it needs to be 15 minutes for two people, 21 minutes for three people, etc.

Take a theme and develop a program around that theme. If this is a speech, a typed outline is required. If this is a scene from a play, an interpretive performance, or a skit, a copy of the script must be turned in at time of delivery. Your final performance must have instructor approval.

A. A typed outline is due in eCampus/or in class when you deliver each speech. You will NOT be permitted to deliver the speech without the typed outline. Follow the handout on outlining or use a textbook example. You MUST include a thesis sentence (which is a one sentence summary of your speech), aim, and purpose on your outline. Each speech will be video taped in class to maximize your learning experience. Students will NOT be allowed to speak without the typed outline. Every speech will be video recorded by your professor, and saved as a wmv file. You MUST bring a usb drive, so your video can be saved for you to review, and complete your SWOT reflection. Videos will be used for institutional evidence of speaking ability. The outline requirements meet the Intellectual Competencies 1, 4, 5 and Educational Objectives 1, 2, 5, 6

B. Approximately TEN In-Class/eCampus Posted ACTIVITIES. The activity requirements meet the Intellectual Competencies 1, 2, 3 4, 5 and Educational Objectives 1, 2, 3, 4, 5, 6

C. Learn Smart activities will be completed through your Connect Code McGraw Hill. This assignment meets the Intellectual Competencies 1, 2, 4, 5 and Educational Objectives 1, 2, 5, 6

D. Pop Quizzes (if deemed necessary). Will meet the Intellectual Competencies 1, 4, 5 and Educational Objectives 1, 2, 5

E. Two tests will be taken in eCampus or in the Testing Center North Campus/ Central A436. Students must meet the deadlines for the Tests posted in eCampus. Due to the possibility of system delays, students should successfully complete their test the day prior to the “due date”. Failure to follow these instructions may result in you receiving 0 (zero) on the test. Late tests are not permitted. Will meet the Intellectual Competencies 1, 4, 5, 6 and Educational Objectives 1, 2, 5)
**Grading Scale**

**Assignments & Point Values:** All tests and assignments are based on a point-count system.

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<thead>
<tr>
<th>END OF SEMESTER GRADE OF</th>
<th>POINTS NEEDED:</th>
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<tbody>
<tr>
<td>A = 90 - 100% of 1000 pts.</td>
<td>= 900 - 1000 and all graded assignments</td>
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<tr>
<td>B = 80 - 89% of 1000 pts.</td>
<td>= 800 - 899</td>
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<tr>
<td>C = 70 - 79% of 1000 pts.</td>
<td>= 700 - 799</td>
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<tr>
<td>D = 60 - 69% of 1000 pts.</td>
<td>= 600 - 699</td>
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<tr>
<td>F = 59% or less of 1000 pts.</td>
<td>= 599 and below</td>
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*Maintain this sheet to keep up with your grades throughout the semester.*

The following are the graded assignments: **POSSIBLE YOUR SCORE POINTS**

**SPEECHES (3 Three) posted OR mailed in**

1. Who Am I Really? (self-disclosure) 100 1. _____
   (50pts eCampus Student homepage/50pts Speech)
2. Demonstration (process) 100 2. _____
3. Persuasive Speech 100 3. _____
4. Group Portfolio and Interaction exchange 100 4. _____
**TOTAL** 400 A. _____

**TESTS (3 Three) taken on eCampus MUST have McGraw-Hill "Connect Code Access Required"**

Module 1 (Chapters 1-5) 100 1. _____
Module 2 (Chapters 6-13) 100 2. _____
Module 3 (Chapters 14-18) 100 3. _____
**TOTAL** 300 C. _____

Learn Smart Chapters  Connect Code Optional Extra Credit  D. _____

Attendance 100  E. _____

**COMMUNICATION ACTIVITIES (posted to eCampus Assignments)**

1. Freedom Seminar 20 1. _____
2. I am work 10 3. _____
3. SWOT Forms 20 4. _____
CLASS ATTENDANCE is an important component of this course. You can only gain the vital instruction and interaction that you need in order to achieve course objectives by attending class. Any student who has missed more than 3 class periods needs to consult with your instructor during office hours to determine if it is in your best interest to remain in the class. 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.

Attendance points are computed as follows:

**MWor TR Classes One Day Only Classes Summer Classes Wintermester Classes 0-2 Absences 100 0-1 Absence 100 0-1 Absence 100 0 Absences 100 3 50 2 50 2 50 1 50 4 25 3 or more 0 3 or more 0 2 or more 0**

5 or more 0 (3 Tardies = 1 Absence) Counted by the hour

***There are NO EXCUSED ABSENCES. YOU ARE RESPONSIBLE FOR SIGNING THE CLASS ATTENDANCE SHEET FOR EACH SESSION. YOUR SIGNATURE BECOMES OFFICIAL DOCUMENTATION THAT YOU WERE IN CLASS, IF YOU DO NOT SIGN-IN YOU WILL BE CONSIDERED ABSENT!!

Attendance for On Line Students:

Students enrolled in On Line Sections need to check into their course regularly, students are responsible for reading all posted Announcements and emails sent by the Course Instructor.
COUNSELING SERVICES

Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by or supervised by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills.

To make an appointment call 972-273-3333 or go to A 311.

For additional information go to:

http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx

Discipline/ Course/ Department/Policies

Late Papers Late Speech Assignments: NOT Accepted without Medical documentation of student’s hospitalization or verifiable death in the immediate family

Student Responsibilities: Arrive to class on-time and prepared for class session.

**Students are responsible for keeping a running total of their grades. You should know your standing in this course at any time during the semester. Grades will be reported back to you as soon as they are recorded. Students are required to keep a folder with all returned material until the end of the semester (it will be turned in as an activity grade).

Classroom Etiquette: MAXIMS (General principles for student success in this course

A. The following maxims will not change throughout the course of the semester. Student Code of Conduct should be followed (see https://www.northlakecollege.edu). Violation of these principles can result in a student’s loss of extra credit opportunities [Discretion of individual instances will be determined by the course instructor] or by the college administration.

B. Students WILL NOT be allowed to "make-up" missed Speech assignments; due to the time constraints of the class schedule. The ONLY exception to missing your assigned date is in the event of a documented emergency. Your instructor must be contacted within a 24 hour period from the missed speaking event before valid documentation will be considered for a make-up.

C. Video/Audio recordings can only be made with Instructor written approval; Can Not be Publically Posted by Student

D. Acknowledge/respect the human dignity rights of your classmates even if you disagree with their viewpoints.
E. DO NOT chew gum or wear caps/hats during your graded speech assignments. An automatic point deduction from the speech of 20 points will be taken.

F. LATE WORK IS NOT ACCEPTED; once papers have been collected at the beginning of class, the work is considered Late. Make sure you arrive on time and prepared for each class.

Students willing to accept the syllabus and guidelines presented should sign, and date below

__________________________________

DCCCD OIE FACULTY SYLLABI STATEMENT– 2019–2021

INSTITUTIONAL POLICIES

Institutional Policies relating to this course can be accessed from the following link www.northlakecollege.edu/syllabipolicies

DCCCD EMERGENCY OPERATING PROCEDURES

http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

ACADEMIC DISHONESTY

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion".

1) The Vice-President of Academic & Student Affairs may initiate disciplinary proceedings against a student accused of academic dishonesty.

2) Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion.

3) Cheating on a test includes:
   a) Copying from another student’s test paper;
   b) Using, during a test, materials not authorized by the person giving the test;
   c) Collaborating with another student during a test without permission to do so;
   d) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test.
   e) Substituting for another student, or permitting another student to substitute for you to take a test; and
   f) Bribing another person to obtain an unadministered test or information about an unadministered test.

4) “Plagiarism” means the appropriation of another’s work (ideas and/or words) and the unacknowledged incorporation of that work in one’s written work offered for credit. Quotes not identified as quotes constitute a form of plagiarism even if the borrowed ideas are documented.

“Collusion” means an unauthorized collaboration with another person in preparing written work offered for credit.
Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor. (2 Absences are Offered Above; Religious Holy Day Use falls into this category)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (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 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.

ADMINISTRATIVE WITHDRAWAL
Students with valid extenuating circumstances may be eligible for an administrative withdrawal by the Dean of the Division in which the course or courses are taught. An administrative withdrawal will not be awarded to students who simply fail to withdraw prior to the last day to receive a “W.” The request for an administrative withdrawal must be made in writing to the Dean of the Division with any supporting documentation attached. This must occur before the last official day of the semester.

DROP POLICY
If you are unable to complete this course, you must officially withdraw by: Check e-Connect for dates. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt.
STOP BEFORE YOU DROP
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

STUDENT AND EMPLOYEE RIGHTS AND RESPONSIBILITIES
Dallas County Community College District is committed to creating an educational and work environment free from use or distribution of illicit drugs or abuse of alcohol. The college district prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities. Information and confidential referrals concerning counseling and treatment programs for drug and alcohol abuse may be obtained from any counseling and/or advisement center, health center or location Human Resources office. More information about the Drug Free Schools and Communities Act is included in the 2016-2017 Student and Employee Rights and Responsibilities brochure. Also included is information about bacterial meningitis vaccination requirements, DCCCD's Student Code of Conduct and notice on hazing, Title IX and campus sexual assault, and student rights under the Family Educational Rights and Privacy Act (FERPA).

FINANCIAL AID ATTENDANCE AND PARTICIPATION REQUIREMENTS
FACE-TO-FACE ON-CAMPUS CLASSES
You must attend and participate in your on-campus in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples:

- initiating contact with your instructor to ask a question about the academic subject studied in the course;
- submitting an academic assignment;
- taking an exam;
- completing an interactive tutorial;
- participating in computer-assisted instruction;
- attending a study group that is assigned by the instructor;
- or participating in an online discussion about academic matters relating to the course.

ONLINE CLASSES
In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related. Your instructor is required by law to validate/
certify your attendance in your online course(s) in order for you to receive financial aid. To meet the attendance requirement, you must

- attend and participate in your online course(s) prior to the course certification date and continue beyond the course withdrawal date.

- participate in an academic related activity pertaining to the course such as but not limited to the following examples:

  ○ initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment;

  ○ taking an exam;

  ○ completing an interactive tutorial;

  ○ participating in computer-assisted instruction;

  ○ attending a study group that is assigned by the instructor;

  ○ or participating in an online discussion about academic matters relating to the course.

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at: http://www.fafsa.ed.gov

COUNSELING SERVICES (A311)
Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or visit A311. For additional information, go to: http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx
THE ACADEMIC SKILLS CENTER (ASC)
The ASC is designed to provide the following assistance to students:

- An ESOL lab with computer access.
- Free tutoring for students enrolled in Foreign Language courses.
- The iRead Lab offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- The Writing Center to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.
  - After logging on to eCampus, click on the Community Tab at the top.
  - Type “Owl” in the search field and click “Go.”
  - Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  - Once enrolled, students can receive services from the OWL.
- The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

TESTING CENTER (A 425)
Monday-Thursday: 8:30 a.m. – 8:00 p.m.
   No tests will be issued after 7:00 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 8:00 p.m.
Friday-Saturday: 8:30 a.m.-3:30 p.m.
   No tests will be issued after 2:30 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 3:30 p.m.
Sunday – CLOSED

If you instructor requires you to complete an exam in the Testing Center, be sure to have the following information when you request you test:
1. Instructor’s name
2. Subject, course number, and section number (exp: Speech 1311.7011)
3. Exam number (1st, 2nd, 3rd, etc.)
4. Exam deadline (Get this information from your instructor. The testing staff cannot look up this information on computers).

You should also bring the following supplies:
1. Pencil
2. Scantron answer sheet
3. A Test Request Form must be completed before entering the Testing Center.
5. Government or school issued photo identification is required & enforced.
You may not bring personal items into the Testing Center. This includes bags, cell phones, and pagers.

Please show courteous and cooperative behavior while using the services provided by the Testing Center.

DO NOT bring children to the Testing Center. You must make arrangements for the care of your children prior to your exam date. The police department will be notified of any unattended children.

DO NOT take any testing materials with you when you leave the Testing Center. This includes the test, answers, charts, scratch paper. These items will be attached to your test.

Questions? Please visit the Testing Center (A 425) or call 972-273-3160.

**DCCCD OIE FACULTY SYLLABI STATEMENT – FALL 2016**

The [Office of Institutional Equity](http://www.northlakecollege.edu/resources/disability.html), 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.

**REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT (A430)**

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student’s choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. 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.

<table>
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<tr>
<th>College Disability Services Offices</th>
<th>Phone Numbers</th>
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<tbody>
<tr>
<td>Brookhaven</td>
<td>972-860-4673</td>
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<tr>
<td>Cedar Valley</td>
<td>972-860-8119</td>
</tr>
<tr>
<td>Eastfield</td>
<td>972-860-8348</td>
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<td>El Centro</td>
<td>214-860-2411</td>
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<tr>
<td>Mountain View</td>
<td>214-860-8677</td>
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<tr>
<td>North Lake</td>
<td>972-273-3165</td>
</tr>
<tr>
<td>Richland</td>
<td>972-238-6180</td>
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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.

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<th>College Title IX Coordinators</th>
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<tr>
<td>Brookhaven</td>
<td>Terri Edrich</td>
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<tr>
<td><a href="mailto:BHC@dcccd.edu">BHC@dcccd.edu</a></td>
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General Education Outcomes

The DCCCD has adopted the following General Educational (Gen Ed) Outcomes as a means of measuring teaching/learning success for all core curriculum classes. Following are the six categories, and the two or three outcomes under each of those categories.
Gen Ed Outcome 1: Communication Skills

1.1 Writing: Process and produce effective written communication adapted to audience, purpose, and time constraints.

1.2 Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.

1.3 Listening: Comprehend, and analyze oral information. Gen Ed Outcome 2: Critical Thinking Skills

2.1 Accurately summarize and evaluate information for elements such as facts, opinions, inferences, presumptions, bias, viewpoints, and arguments presented orally or in writing.

2.2 Solve problems by constructing, testing, and defending well-reasoned conclusions by applying relevant criteria.

Gen Ed Outcome 3: Information Literacy and Technological Competency

3.1 Effectively access, evaluate, synthesize and communicate information using a variety of sources, including print and electronic.

3.2 Select and use appropriate technology. Gen Ed Outcome 4: Ethical and Civic Values

1. 4.1 Display integrity, honesty, and fairness.

2. 4.2 Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.

Gen Ed Outcome 5: Cultural Diversity and Global Awareness.

5.1 Demonstrate understanding of cultural diversity and such influences as history, politics, humanities, technology and science on global societies.

5.2 Recognize assumptions and biases that shape our perceptions. Gen Ed Outcome 6: Workforce and Interpersonal Skills

1. 6.1 Collaborate effectively and reliably as part of a team.

2. 6.2 Apply efficient time and task management.

Course-Level Student Learning Outcomes SPCH 1311 (Speech Communication)
<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>EEO’s &amp; CCIC’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a brief description of the learning activity.</td>
<td>Briefly list the specific learning outcomes/objectives for the activity.</td>
<td>How will the activity be assessed?</td>
<td>Addressed by the learning activity?</td>
</tr>
<tr>
<td><strong>1. Speech III--Persuasive</strong> Presentation: The purpose of this speech is for students to persuade their audience to take action on a social issue.</td>
<td>This 7-8 minute speech will require that 5 external sources be orally footnoted by the student. A visual aid is required for this assignment; Typed outline with Parenthetical Documentation, Works Cited MLA Format are required. Student topics must be pre-approved by the instructor. Students should demonstrate solid delivery skills and effective use of organization/structure.</td>
<td><strong>See Appendix B</strong> Written and oral critiques over speech as well as 2 technology driven visual aids, a keyword outline, and a typed full sentence outline using MLA format. Complete assessment and assignment included on eCampus under Course documents.</td>
<td>Intellectual Competencies 1-6; Educational Objectives 1-6, as well as Gen Ed Outcomes 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, &amp; 6.2.</td>
</tr>
<tr>
<td>2. Speech II--Demonstrative Presentation</td>
<td>This 4-6 minute speech will require that 1 to 2 external sources be attained and orally footnoted by the student. Students will be guided on how to research and develop their speeches. Use of visual aids to demonstrate a complete process from start to completion is required for this assignment. Student should be able to begin polishing their delivery skills (use of minimal notes) and should demonstrate a solid speech structure. Student topics need to be preapproved by the instructor. Typed outline is required.</td>
<td>See Appendix C 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>Intellectual Competencies 1-5; Educational Objectives 1-6, as well as Gen Ed Outcomes 1.2, 1.3, 2.1, &amp; 6.2.</td>
</tr>
<tr>
<td>3. <strong>Three tests</strong> covering the contents of the textbook.</td>
<td>Demonstrates understanding of communication theory and significance of communication skills in our lives.</td>
<td>By number of questions answered correctly. Complete assessment and assignment included on eCampus under Course documents.</td>
<td>CCIC’s 1, 4, &amp; 5, EEO’s 1, 2, &amp; 5, as well as Gen Ed Outcomes 2.1, 2.2, 4.2, 5.1, &amp; 5.2.</td>
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<tr>
<td>4. <strong>In-class and online 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>CCIC’s 1, 2, 4, &amp; 5, EEO’s 1, 2, 3, 4, 5, &amp; 6, as well as Gen Ed Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, &amp; 6.2.</td>
</tr>
<tr>
<td>1. Student Speech Reflection</td>
<td>SWOT Assessment: Completed fully with 3 to 5 comments/insights written or typed into the boxes on the form equates to 6-10 points. 1-2 comments completed in any box equates to 5 points. 0-1 comments present in any box equates to 0 points for grade.</td>
<td>See Appendix D</td>
<td>***The activity requirements meet the Intellectual Competencies 1, 2, 3, 4, 5 and Educational Objectives 1, 2, 3, 4, 5, 6 as well as Gen Ed Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, &amp; 6.2.</td>
</tr>
</tbody>
</table>

**CRITERIA USED FOR EVALUATING SPEECHES**

The *average speech* (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned (*formative, persuasive, etc.)
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment such as preparing an outline, using visual aids,
5. conducting an interview, etc.
6. Have a clear specific purpose and central idea
7. Have an identifiable introduction, body, and conclusion
8. Show reasonable directness and competence in delivery
9. Be free of serious errors in grammar, pronunciation, and word usage
CRITERIA USED FOR EVALUATING SPEECHES (Continued)

The *above average speech* (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker’s message

The *superior speech* (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message

The *below average speech* (grade D or F) is seriously deficient in the criteria required for the C speech.
APPENDIX B EEOs 1-6 CCICs 1-6

PERSUASIVE EVALUATION FORM

Speaker: _________________________ Topic: _________________________

Rating Key: 5 is Excellent, 4 is Good, 3 is Acceptable, 2 is poor, 1 is Unacceptable To what extent were the following criteria met?

Introduction (15 points possible)
   _____ Gained attention and interest
   _____ Related Topic to audience
   _____ Previewed body of speech

Body (25 points possible)
   _____ Main points clear
   _____ Main points fully supported (5 oral footnotes required)
   _____ Organization well planned and easy to follow
   _____ Language clear and appropriate
   _____ Transitions effectively used

Conclusion (15 points possible)
   _____ Reviewed main points and provided closure
   _____ Call to Action (specific steps for audience to take)
   _____ Vivid ending (clincher or bow-tie)

Delivery (40 points possible)
   _____ Maintained strong eye contact
   _____ Delivered in a fluent polished manner
   _____ Articulated words clearly and free of errors
   _____ Used pauses effectively and avoided fillers
Used acceptable posture and meaningful movement
Used vocal variety to add impact
Used gestures effectively
Communicated dynamism/enthusiasm for topic

Overall Evaluation (05 points possible)
Met assignment expectations

Outside Point Deductions Up to 10 points lost in each category
Did not meet time limits (did not meet minimum/exceeded maximum)
Typed outline failed to meet guidelines

Student read from note cards throughout entire speech
Student failed to cite minimum number of external sources
Visual aid required points lost if not used effectively

Constructive Comments

Call To Action (Include 3-5 Steps)
(Specific/Detailed steps you want the audience to take once they have heard your speech. Typically these steps are organized as the third main point in the speech, or they can be placed effectively in the conclusion.) It is a good idea to offer Action steps that target a Federal Government Action, a State/Local Government Action, and an Individual Level of Action.

Samples:

1. Join an Organization: (Fill in the blank by contacting Fill in the blank)
2. Contact your local, state, or national representatives at: Fill in the blank
3. Buy product: (Fill in the blank)
4. Boycott: (Fill in the blank)
5. Protest/Picket/Strike Peacefully: (Fill in the blank)
6. Donate your Time, $, Objects/Food, Organs, Blood to: (Fill in the blank)
7. Educate yourself by taking a class (Fill in the blank), going to a webpage (Fill in the blank), reading a book (Fill in the blank)
8. Educate others by (Fill in the blank)
9. Create your own actions steps appropriate to your topic
APPENDIX C EEOs 1-6 CCICs 1-5 (See eCampus for Rubric)

DEMONSTRATION EVALUATION FORM

APPENDIX D

S W O T Analysis Strengths, Weaknesses, Opportunities, and Threats EEOs/CCICs (EEOs 3, 5; CCICs 4, 5)

While the SWOT Analysis is most commonly used in the business arena; it can be applied to any aspect of one’s life. You will apply the SWOT Analysis to assist you in the development of your public speaking skills. Many times in life, we focus on our weaknesses. Completing the SWOT will help you balance your perspectives, and it should help you plan more effectively for your next speaking experience.

A SWOT Analysis addresses four basic questions:

1. What personal Strengths can you identify in your speaking skills?

2. What areas of Weakness have you identified in watching your speech? 3. Identify Opportunities you have to improve your speaking style.

Set at least 3 goals for the next speech you will deliver.

4. What, if anything, became a Threat to your last speaking assignment?

Put your responses in the Grid below. (May be neatly handwritten, will not be graded if it can not be read)

Completed with 3 to 5 comments/insights written or typed into the boxes on the form equates to 6-10 points. 1-2 comments completed in any box equates to 5 points. 0-1 comments present in any box equates to 0 points for grade. Points will be lost if College Level Writing is not utilized.
Introduction to Speech Communication 1311
General Calendar 2019-2020

**Date Overview of Course Schedule Week One-Two**

Course Introduction; Getting Acquainted Discussion Board Activity; **Read** Syllabus;
Read Chapter: Intro to Human Comm. (Covers Communication Process)
Read Chapter: Language and Meaning (Verbal Comm).; Read Chapter: Perception, Self Awareness

**DUE: SPEECH I** - "Who Am I Really?" (2-4 minutes) Read Chapter: Nonverbal Comm.

**Read** Chapter: Listening & Critical Thinking

Need USB **DUE: SPEECH II** - Demonstration (4-5 minutes)

**Read** Chapter: Topic Selection & Audience Analysis. Read Chapter: Delivery, & Visual Resources

***DUE: Take TEST I (Chapters 1-5) in eCampus (Assignments Button) Instructor Assigns Groups for Group Project

**Week Three-Four**

Read Chapter: Intercultural

Read Chapter: Interpersonal

**Read Chapter:** Organizing Your Speech;

**DUE: Results from (StrengthsQuest)**

Read Chapter: Group Communication

**Read Chapter: Source Information;** Research topics for Persuasive; Read Chapter: Workplace Comm. **Reference** Outlining Handout (Informative)
Read Chapter(s) related to: Persuasive

**Persuasion Lecture** Speech III (Topics Due); EI Review Persuasive Speech Folder (Follow Expectations)

**Persuasion Activities** Group Work In Process

**Week Five**

***DUE:*** Take TEST II (Chapters 7, 12, 13, 14, 15, 16) in eCampus (Test Button) Parenthetical documentation MLA Guidelines

**Group Work In Process**

**Last day to drop classes with an automatic (W) see posted date in eConnect**

***DUE TEST 3: Typed Persuasive Speech Outline with External Sources (MLA)**

Need USB **DUE: SPEECH III- PERSUASIVE SPEECH (5-6 minutes) Due: Self-Evaluations**

**Group Work DUE**

DUE: Final Presentations

**********************************************************************************************************

*Schedule is subject to change at the instructor's discretion, it is to serve as a general guideline to students.*

Final Exams Last Day of Class