Richland College  
World Languages, Cultures, and Communication Division  
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This course syllabus is intended as a set of guidelines for (Course Speech 1311). Both Richland College and your instructor 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.

Course Title: Introduction to Speech Communication  
Course Number: Speech 1311  
Section Number: 84254  
Credit Hours: 3  
Class Meeting Time: Maymester– MTWRF 9:00-12:30 -face-to-face (May 20th – June 5th)  
Meeting Place: WH 211  
Course Certification/Census Date: May 21, 2019  
Last day to drop with a W: May 31, 2019  
Prerequisite: College level ready in Reading and Writing.

Required Course Materials  

(Note: The student success manual and Now Playing book are optional purchases and not required for the course).

✓ Access to computer with Internet

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. (3 Lec.)
Course Objectives/Learning Outcomes

"Introduction to Speech Communication" is designed to help you improve your public speaking, small group and interpersonal communication skills. It is expected that skill improvement in these areas will occur through reading the required text; viewing and interacting with text related material; engaging in online activities including assignments and exams. In addition, the student will digitally record and upload to the instructor the three required speeches. This course also satisfies the Speech Communication 1311 course requirement for the associate degree awarded by DCCCD.

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.
5. Recognize how to communicate within diverse environments

What is this class like?

During this course, you will receive a comprehensive introduction to the basic concepts and theories of communication. You will have opportunities to assess and improve your skills. We will practice mindful communication with others, critically evaluating, speaking, and choosing appropriate communication strategies. You will gain crucial knowledge and skills useful to you in your career, academic life and personal life. A good way for you to think about this course is that during this semester you will have your own personal communication “coach” and mentor who will guide you in becoming a more confident, competent and effective communicator. Your instructor is deeply committed to your success in this course.

Course Work

Your written and speech assignments can be found in Blackboard on the left hand menu under “Assignments.”

- Syllabus Quiz – 50 pts
- Personal Experience Speech – 100 pts
- 2 In-Class 90 second Speech Activity – 50 pts/each
- 2-In-Class Group Speech Activities – 50 pts/each
- 1-In-Class Group Persuasive Presentation – 50 pts
- 1-In-Class Group Ethical Dilemma Presentation – 50 pts
- Journal – 50 pts
- Individual Informative Speech – 100 pts
- Formal Informative Speech Outline (with 3 sources cited) – 100 pts
- Exam 1 – 100 pts
- Exam 2 – 100 pts
- Class Participation – 100 pts
**Class Participation & Attendance – (100 points):** This class is designed to help you improve your communication skills, so I expect you to participate actively in all class discussions and activities. We will have several in class activities, which will help you to enhance your communication awareness and skills. This class is more than simply learning how to give speeches. This class is about you and how you can improve your effectiveness in all areas of your communication.

*(It is imperative that you contact me within 24 hours of your absence from class or as soon as you are able in the case of an emergency. More than 3 unexcused absences will result in an “F” grade for this course. Make-up presentations and tests will be handled on a case-by-case basis.)*

**Your Responsibilities:**
- To attend class and to study communication as both a participant and an observer
- To **TYPE** and **SUBMIT ALL ASSIGNMENTS TO ME.**
- To keep a record of your grades on all assignments that I return to you.
- To show up when assignments, exams and speeches are due.
- To participate actively in all activities

**Presentations**

**Personal Experience Speech:** Each student will prepare a presentation about a significant personal experience using artifacts (pictures, personal items, videos, etc.) from their own lives for delivery to the class. Grading will be based on organization, delivery and content. The presentation will be 4-6 minutes in length. The point value for this presentation is 100 points.

**Individual Informative (Research-Based) Presentation and Outline:** Each student will prepare an informative presentation using at least 3 legitimate research sources from Richland College Library [https://www.richlandcollege.edu/services/academic-support/library/pages/default.aspx](https://www.richlandcollege.edu/services/academic-support/library/pages/default.aspx) or the Internet. Students are expected to choose a suitable topic and complete a Speech Topic Proposal/Draft Outline Form. Grading will include a formal outline with sources cited and will be based on organization, delivery and content. The presentation will be 4-6 minutes in length. The point value for this presentation is 200 points.

- You will provide the instructor with a copy of your typed outline for the presentation including list of published works cited the speech using MLA format. These two documents must be typed and stapled. **Un-typed documentation will not be accepted.** Published works may include print and valid and appropriate Internet references. A minimum of [3] **supporting sources** must be presented within each oral presentation. Your visual aid for each of these speeches will be either Power Point or Prezi.
- Finding a topic that can be adequately researched, organized and presented within the time limitations is an essential part of the assignment. Start planning now for your informative and persuasive presentations. **(Documented research is required for each of the speeches.)*

**In-Class Impromptu (90 Second) Speech Activities**

You will have three in class 90-second speech activity. **Activity 1:** Each of you will draw a random topic or question and you will have to decide what your position or answer is based on the topic. **Activity 2:** Share a quote, song lyrics, prose, etc. and what it means to you with the class. These activities are worth 50 points each. **STUDENTS MUST BE PRESENT IN CLASS TO RECEIVE CREDIT FOR THIS ACTIVITY**

**In-Class Group Speaking Activities**

Groups will have 2 in-class speaking assignments. The first activity will require groups to seek out a current event and then present that current event to the class answering the questions who, what, where, when, why, and how? Groups will have three minutes to present their current event. The
second activity is called “Three Truths and a Lie.” And will involve groups coming up with all but one member telling a truth. The class will determine who is lying. Grading will be based on organization, delivery and content. These activities are worth 50 points each. **STUDENTS MUST BE PRESENT IN CLASS TO RECEIVE CREDIT FOR THIS ACTIVITY**

In-Class Persuasive Group Presentation
In the same groups that have worked together on all in-class group activities, you will have 1 In-class Group Persuasive Speaking Presentation worth 50 points. The purpose of this exercise is to demonstrate students’ understanding of persuasive speaking methods and working as a team. Group members will be given persuasive topics to present to the class. Group members will have time in class to discuss the topic prepare a thesis statement, three supporting points, and propose solutions or benefits of the solutions. Groups will have 3 minutes to present their topic to the class. Grading will be based on organization, delivery and content. Groups must provide a brief outline laying out their position, supporting points, and benefits or solutions. **STUDENTS MUST BE PRESENT IN CLASS TO RECEIVE CREDIT FOR THIS ACTIVITY**

(Detailed requirements for this speech activity will be posted on eCampus)

In-Class Group Ethical Dilemma Presentation
In the same groups that have worked together on all in-class group activities, you will have 1 In-class Group Speaking Ethical Dilemma Presentation worth 50 points. The purpose of this exercise is to demonstrate students’ understanding of persuasive speaking methods and working as a team. Group members will be given persuasive topics to present to the class. Group members will have time in class to discuss the topic prepare a thesis statement, three supporting points, and propose solutions or benefits of the solutions. Groups will have 3 minutes to present their topic to the class. Grading will be based on organization, delivery and content. Groups must provide a brief outline laying out their position, supporting points, and benefits or solutions. **STUDENTS MUST BE PRESENT IN CLASS TO RECEIVE CREDIT FOR THIS ACTIVITY**

Delivery for all public speaking exercises will be extemporaneous. **READING** your speech to the class is not acceptable and will significantly lower your grade.

**Journal:** Take some time to reflect on your improved communication skills by taking the **How Good Are Your Communication Skills? Speaking, Listening, Writing, and Reading Effectively (Links to an external site.) Links to an external site.** quiz. Then, share you score and any feedback from the quiz and identify some of your communication strengths and weaknesses. You will need to identify one specific skill you can celebrate in yourself and one area for further improvement. How will working on these skills enhance your relationships?

**Institutional Policies**
Please click on the following course link to view all the institutional policies associated with this online course: **URL** [www.richlandcollege.edu/syllabipolicies](http://www.richlandcollege.edu/syllabipolicies)

The instructor reserves the right to amend the course calendar and syllabus as necessary to assure optimum student learning. Changes will be announced in class and on eCampus. It is the student’s responsibility to keep up with the course calendar and any announced changes.
## Assignments and Academic Calendar

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>May 20 - 24</strong></td>
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<tr>
<td>In-class Ice Breaker Exercise: Thumb Ball</td>
<td>Monday, May 20&lt;sup&gt;th&lt;/sup&gt; Syllabus Quiz Due</td>
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<tr>
<td>Course Introduction (course requirements, syllabus, syllabus quiz)</td>
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<tr>
<td>Chapter 1 “Communication What and Why?”</td>
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<tr>
<td>Personal Experience Speech Assignment explained</td>
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<tr>
<td>Assign Groups – Group Small-Talk</td>
<td>Tuesday, May 21&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>Personal Experience Speeches</td>
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<td>Chapter 2 “The Self, Perception and Communication”</td>
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<tr>
<td>Watch Video “How to Spot a Liar” and Discuss</td>
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<tr>
<td>In Class Activity: Two Truths and a Lie</td>
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<tr>
<td>Group Small-Talk</td>
<td>Wednesday, May 22&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td>Chapter 4 “Language”</td>
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<tr>
<td>In-class Activity: Ethical Decision-Making</td>
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<td>Chapter 5 “Listening”</td>
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<td>Self-Disclosure Online – Catfish!</td>
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<tr>
<td>Group Small-Talk</td>
<td>Thursday, May 23&lt;sup&gt;rd&lt;/sup&gt;</td>
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<tr>
<td>In-class Activity: Listening Test</td>
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<tr>
<td>Chapters 12,13 “Preparing, Writing, and Delivering Speeches”</td>
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<tr>
<td>Informative Speech Instructions</td>
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<tr>
<td>Group Small-Talk</td>
<td>Friday, May 24&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Chapter 6 “Non-verbal Communication”</td>
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<tr>
<td>In-class Activity - Charades</td>
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<td>Exam 1 – Chapters 1-6</td>
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<td><strong>Week 2</strong></td>
<td><strong>May 27-31</strong></td>
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<tr>
<td>Group Small-Talk</td>
<td>Monday, May 27&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Chapter 8 “Communication and Conflict”</td>
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<tr>
<td>In-class Activity – Conflict Resolution</td>
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<tr>
<td>Chapter 7 “Communicating in Interpersonal Relationships”</td>
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<tr>
<td>In Class Impromptu Speaking Activity – 50 Points</td>
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<tr>
<td>Group Small Talk</td>
<td>Tuesday, May 28&lt;sup&gt;th&lt;/sup&gt; Speeches, Formal Outline and PPTs Due DAY OF SPEECH</td>
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<tr>
<td>Informative Speeches</td>
<td>Speeches, Formal Outline and PPTs Due DAY OF SPEECH</td>
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<tr>
<td>Watch Gottman video</td>
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<tr>
<td>Class Activity: Analyzing Relationship Scenarios</td>
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<tr>
<td>Group Small-Talk</td>
<td>Wednesday, May 29&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Chapter 11 “Communicating in Groups and Teams”</td>
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<tr>
<td>In Class Group Speaking Activity: Current Affairs</td>
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<td>In-class Activity – “Who Am I?”</td>
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</tbody>
</table>
**Group Small-Talk**  
Chapter 14 “Speaking to Persuade”  
In-class Group Persuasive Speaking Activity – 50 points  

**Thursday, May 30th**

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**Group Small-Talk**  
Chapter 9 “Communication in Groups and Teams”  
Chapter 10: “Problem-Solving in Groups and Teams”  
In-class Activity: Team Problem Solving

**Friday, May 31st**

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**Week 3 June 3-5**

**Group Small-Talk**  
In-class activity – Small Talk/Networking  
In-class activity – Interviewing Skills  
Elevator Speeches

**Monday, June 3rd**

**Group Small-Talk**  
Watch Dating Profile Videos  
Create a 90 second online dating profile speech  
(90 Second Impromptu Speaking Exercise – 50 points)

**Tuesday, June 4th**

**Group Small Talk**  
In-class Group Ethical Dilemma Presentation – 50 points  
Final Exam – Chapters 7-14

**Wednesday, June 5th**

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**IMPORTANT NOTE:** You must complete at least 2 verbal speeches both in class seen by the instructor. Failure to do so or abide these guidelines will result in an F in the course, regardless of the points accumulated.

**Grading Scale:** The grade for this course is based on a point count system which is as follows:  
A = 900-1000 of total points and all graded assignments  
B= 800-899 of total points  
C= 700-799 of total points  
D= 600-699 of total points  
F= 599 or less of total points  

Grades are updated frequently! To calculate your average, take the # of points you have earned, multiply by 100 and divide by the total possible # of points. For example, if we have completed up to a possible 375 points, but you only earned 304 of them,  
304 x 100 = 30400 30400/375= 81 (B)  

**NOTE:** IF YOU LOSE MORE THAN 300 POINTS, YOU CANNOT PASS THE CLASS WITH ANYTHING HIGHER THAN A “D.” You must pass two of the three required speeches with a minimum grade of 70% (a “C” letter grade) in order to pass the course, regardless of end-of-semester accumulated course points. There are no exceptions to this policy.