SPCH 1311 – Introduction to Speech Communication
Course Syllabus Summer I 2019

Richland College
World Languages, Cultures, and Communication Division
12800 Abrams Road, Dallas, TX 75243-2199
Location: Lavaca 208, Telephone: (972) 238-6943

Instructor Information
Instructor’s Name: Professor Rhonda Martin
Email Address: rkmartin0003@dcccd.edu
Office Hours: By appointment immediately before or after class.

This course syllabus is intended as a set of guidelines for SPCH 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 Information
Course title: Introduction to Speech Communication
Course number: SPCH 1311
Section number: 85973
Credit hours: 3
Course dates: June 5 - June 27, 2019
Class Time: 12:00 PM - 2:55 PM
Class Days: Mondays - Thursdays
Meeting place: Naaman Forest High School, ROOM 119
Course Certification/Census Date: June 7, 2019
Last day to Withdraw with a W: June 21, 2019
Course Final Date and Time: June 27, 12:00-2:55 PM

Prerequisite Required: College level ready in Reading and Writing.

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.)

Required Materials
✓ Access to computer with Internet and related technology such as printer, portable flash drive, digital recording device such as a smart phone, and email address that students check regularly
Core Curriculum Objectives
As a course included in the DCCCD Core Curriculum, SPCH 1311 provides students with the opportunity to develop the following skills:

1. **Critical Thinking** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.
3. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making.

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.

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

Policies and Procedures/Frequently Asked Questions

**Attendance Policy**
Attendance and tardy requirements to be determined by faculty. Students are required to attend all classes for the entire class period. Students who do not miss any class and who are never late will receive 50 points for perfect attendance and participation. Students are late to class will receive -5 points for each tardy; 3 late arrivals = 1 absence. 1 absence = -20 points/1000; 2 absences = -40 pts/1000; 3 or more absences = no attendance/participation points. Students who miss more than 25% of the classes will receive an automatic grade of F for the course. Please be in your seat and ready to participate at the beginning of each class. If you arrive late, politely wait at the door for permission to enter. Do not enter the class during a fellow student’s speech. Failure to attend classes will result in loss of Financial Aid (FA). The instructor reserves the right to remove students from class without notice or cause.

**Classroom Policies and Student Responsibilities**
This is your opportunity to manage the impressions you make on others.

- If you arrive late to class, take a seat near the door. Do not walk in front of the instructor if she is conducting class.
On speech days, if you arrive late to class, do not enter the classroom while someone is delivering a speech. Wait until the speaker has finished before you enter.

• There will be no audio or video recording without the instructor's expressed permission.

• No food in class. Water bottles with secured tops or lids are permitted.

• No chewing gum while delivering a speech.

• No hats or caps while delivering a speech.

• Turn off cell phones, iPods, iPads, and all electronic equipment during class.

• **Remove ear buds and electronic devices.**

• **Do not text or receive messages during class.**

• Laptops may be used for with permission from the instructor. Laptops must be closed during student speeches.

• Electronics that are used without permission in class will be confiscated and turned into the office.

• Listen respectfully.

**Use of Technology in the Classroom**

While the appropriate use of technology in the classroom is encouraged, text messaging and phone calls during class are not acceptable professional behavior. The use of electronic devices (including laptops and tablets) is encouraged in class for tasks specifically related to what we are doing in class, including taking notes, accessing readings, looking up information, participating in discussions, etc. Students are responsible for checking their Richland e-mail and eCampus on a daily basis for messages from the college or from the professor.

**Email Etiquette**

You are welcome to send me email messages at rkmartin0003@dccc.edu. In fact, email is the best way to reach me since I check my office email several times a day. I generally respond in 24 hours, but please do not wait until it is an emergency to send me a message. Plan ahead and send your email in enough time for me to respond to your question.

• Start writing an email by including a key word in the subject line that indicates what the email will be about. You should always include a greeting in your emails with the name of the person you are writing: Dear Professor Martin and avoid using "hey" or "OK" as a greeting (it is too casual).

• You should ALWAYS include your name at the bottom of the email AND your course title and section number. If your information does not match with the name, ID, and email on my roll sheet for your class, I cannot respond.

• Always identify yourself so that I know which class you are in. Make sure you are as specific as possible and make your meaning easy to understand.

• Use considerate language and tone at all times.

• Always spell-check your email. Please proofread all your submissions carefully. You may never use "i" for "I" --- meaning the first-person pronoun referring to yourself.

• Please do not send a blank email with only something attached. It is imperative that you explain to your instructor what you have attached and why.

• Make sure you are as specific as possible and make your meaning easy to understand.

• Failure to account for these qualities of email composition may result in a slow response time.
Other Classroom Policies and Student Responsibilities

- “How do we contact you?”
  You may email me at rkmartin0003@dcccd.edu. Please see Email Etiquette guidelines above.

- “Can I make up this work?”
  The short answer is “no.” This is an extremely quick flex-term class covering 16 weeks of college-level material in only 14 days. You are expected to be prepared and to present every assignment on its due date. Should you find that you have an emergency that involves hospitalization, then you may talk with your instructor about how to continue in the course. Students who cannot keep up with the course need to note that the last date to drop the course without receiving an automatic F is June 24. This action must be taken by the student in conjunction with the student’s advisor; the instructor cannot take the action on behalf of the student.

- “How do you grade the assignments?”
  Grades will be available through the Richland College eCampus site for the course. This class requires college-level reading and writing. Less than college-level work will not be accepted. Some work must be submitted online through the Richland College eCampus site for the course. Students are expected to submit work online on time and without prompting. Additional rubrics are available for each assignment and will be discussed with each assignment. Students will be provided instructor feedback for each assignment. **IMPORTANT NOTE:** It is a Departmental Policy of Richland College that each student must complete at least 2 oral speeches both in front of a physically present audience visually seen by the instructor in person to pass the course. Failure to do so or to abide these guidelines will result in an automatic F in the course, regardless of the points accumulated or the percentage of work graded as passing.

Evaluation Procedures and Grading Scale

The maximum number of points available for each assignment is listed in Course Work, as well as in our course on Blackboard.

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

If a student misses more than 300 points, the highest possible grade is D. Failure to complete assigned speeches will result in failing the course. Grades are updated frequently and can always be found in “My Grades” in our course in Richland College eCampus site. To calculate your average manually, take the # of points you have earned, multiply by 100 and divide by the total possible # of points.
Course Outline

Assignment Overview

- Speech #1: Personal Experience Speech = 100 points
- Speech #2: Informative Speech = 120 points
- Speech #3: Persuasive Speech = 130 points
- Group/Team Presentation = 150 points
- Test #1 covering chapters 1, 2, and 3 = 75 points
- Test #2 covering chapters 4, 5, and 6 = 75 points
- Test #3 covering chapters 11, 12, 13, and 14 = 75 points
- Test #4 covering chapters, 7, 8, 9, and 10 = 75 points
- Discussion Board #1 = 50 points
- Discussion Board #2 = 50 points
- Discussion Board #3 = 50 points
- Attendance/Participation = 50 points

Course Calendar

Listing of assignments, number and types of exams, particulars and rational for homework, projects, quizzes, exams, reading requirements, participation, and due dates to be determined by faculty.

Listing of due dates for assignments, number and types of exams, particulars and rational for homework, projects, quizzes, exams, reading requirements, participation, and any other deadlines to be determined by faculty.

<table>
<thead>
<tr>
<th>Fast-Track Due Date List – Summer I Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Assign Speech #1 (2nd hour)</td>
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<tr>
<td>Assign Discussion Board #1</td>
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<tr>
<td><strong>Test #1</strong>: Chapters 1, 2, 3 (in class 2nd hour)</td>
<td>Thursday, 6/6</td>
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<tr>
<td><strong>Discussion Board #1</strong>: Self Introduction</td>
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<tr>
<td><strong>Submit outline for the Personal Experience Speech on Blackboard</strong></td>
<td>Sunday, 6/9</td>
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<tr>
<td><strong>Homework</strong>: Read Chapter 5 (pp 123-149); Chapter 6 (pp 153-159); Chapter 4 (pp 95-119)</td>
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WEEK 1 – Wednesday 6/5 – Sunday 6/9

Getting-to-know you classwork and going over syllabus
Discussion Chapter 1-2 (1st hour)
Assign Speech #1 (2nd hour)
**Homework**: Read Chapter 1(pp 5-13; 20-29); Chapter 2 (pp 36-40; 49-54); Chapter 3 (pp 67-86)

Submit outline for the Personal Experience Speech on Blackboard.
All outlines to be submitted online
**Homework**: Read Chapter 5 (pp 123-149); Chapter 6 (pp 153-159); Chapter 4 (pp 95-119)
### WEEK 1 – Monday 6/10 – Thursday 6/13

<table>
<thead>
<tr>
<th>Present Speech #1: Personal Experience Speech (entire class)</th>
<th>Monday, 6/10</th>
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<tr>
<td>Discussion Chapters 5-6 (1st hour)</td>
<td>Tuesday, 6/11</td>
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<tr>
<td>Assign Speech #2: Informative Speech (2nd hour)</td>
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<tr>
<td><strong>Homework:</strong> Read Chapter 11 (pp 297-315); Chapter 12 (pp 323-341)</td>
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<td>(Please note that the test on 6/12/19 will be over chapters 4, 5 &amp; 6 only)</td>
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<tr>
<td><strong>Test #2: Chapters 4, 5, 6</strong> (in class is probably best for 1st hour)</td>
<td>Wednesday, 6/12</td>
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<tr>
<td>Discussion Chapters 11-12 (2nd hour)</td>
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<tr>
<td><strong>Homework:</strong> Read Chapter 13 (pp 349-366); Chapter 14 (375-392)</td>
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<tr>
<td>Assignment and Discussion Board #2</td>
<td></td>
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<tr>
<td>Workshop Speech #2 (2nd hour)</td>
<td>Thursday, 6/12</td>
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<tr>
<td>Assign Discussion Board #2</td>
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<tr>
<td>Discussion Board #2: Listening (Chapter 5)</td>
<td>Sunday, 6/16</td>
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<tr>
<td>Submit outline for the Informative Speech on Blackboard. All outlines to be submitted online</td>
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### WEEK 2 – Monday 6/17 – Sunday 6/23

<table>
<thead>
<tr>
<th>Present Speech #2: Informative Speech (entire class)</th>
<th>Monday, 6/17</th>
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<tbody>
<tr>
<td>(In addition, students to record themselves for self-critique)</td>
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<tr>
<td><strong>Test #3: Chapters 11, 12, 13, 14</strong> (1st hour)</td>
<td>Tuesday, 6/18</td>
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<tr>
<td>Assign Speech #3: Persuasive Speech (2nd Hour)</td>
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<tr>
<td>Workshop Persuasive Speech – the Monroe Motivated Sequence (1st hour)</td>
<td>Wednesday, 6/19</td>
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<tr>
<td>Discussion Chapters 7-8</td>
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<tr>
<td>Submit outline for the Persuasive Speech on Blackboard. All outlines to be submitted online</td>
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<tr>
<td><strong>Present Speech #3: Persuasive Speech (entire class)</strong></td>
<td>Thursday, 6/20</td>
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<tr>
<td>(In addition, students to record themselves for self-critique)</td>
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<tr>
<td>Assign Discussion Board #3</td>
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<tr>
<td>Discussion Board #3: Nonverbal Communication (Chapter 6)</td>
<td>Sunday, 6/23</td>
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<tr>
<td><strong>Homework:</strong> Read Chapter 7 (pp 181-183); Chapter 8 (213-216)</td>
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### WEEK 3 – Monday 6/24 – Thursday 6/27

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<tr>
<th>Present Speech #3: Persuasive Speech (entire class)</th>
<th>Monday, 6/24</th>
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<tr>
<td>(In addition, students to record themselves for self-critique)</td>
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<tr>
<td>Assign Discussion Board #3</td>
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<tr>
<td>Discussion Chapters 7-8</td>
<td>Tuesday, 6/25</td>
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<tr>
<td>Assign Group Presentations (2nd hour)</td>
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<tr>
<td><strong>Homework:</strong> Read Chapter 9 (pp 243-263); Chapter 10 (pp297-315)</td>
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<tr>
<td>Group Workshop - Group Demonstration Speech (1st hour)</td>
<td>Wednesday, 6/26</td>
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<tr>
<td>Discussion Chapters 9-10 (2nd hour)</td>
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<tr>
<td>Group Presentations (1:15 hour)</td>
<td>Thursday, 6/27</td>
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<td>Final Group Workshop time (30 minutes)</td>
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<td><strong>Test #4: Chapters 7, 8, 9, 10</strong></td>
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Please note that you are responsible for the pages listed in the course calendar, I will not lecture on them. Therefore, you need to read in advance and come to class prepared.

### Disclaimer Reserving Right to Change Syllabus

The instructor reserves the right to amend a syllabus as necessary to achieve the course academic goals and objectives.