COURSE SYLLABUS
SPCH 1315 Section 76001  2019-2020

VISUAL AND PERFORMING ARTS DIVISION
Office Hours: 8:00 a.m. – 6:00 p.m. Mon-Thu,
8:00 a.m. - 4:30 p.m. Fri
Location: L129, Telephone: 972-273-3560

This course syllabus is intended as a set of guidelines for (Course). Both North Lake 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.
Institutional Policies relating to this course can be accessed from the following link
www.northlakecollege.edu/syllabipolicies

Instructor Information:
Sonya Hopkins
shopkins@dcccd.edu
Office Phone: Posted in eCampus
Office Location: A303 NLC Central
Office Hours: Posted in eCampus

Course Information
Course title: Fundamentals of Public Speaking
Course number: SPCH 1315
Credit hours: 3 Taught Face to Face and via eCampus
Course description: Available in the Course Catalog
Course prerequisites: None

Required or Recommended Textbooks and Materials
Required Book: 1 Course Text with Connect Code purchase

Cheaper Option for Course Textbook ***Advise Purchase of Connect Plus Access
if you want an eBook http://connect.customer.mcgraw-hill.com/students-how-to-order/
Textbook can also be rented from Follet bookstore MUST also purchase Required
Connect Access Code
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. Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students’ speaking abilities, as well as ability to effectively evaluate oral presentations.

Specific Course Learning Outcomes

Prescribe what students must demonstrate to successfully complete an assignment/course.

Student Objectives: By completing each class assignment students are expected to meet the following Oral Competencies which have been established by the Communication Department as essential objectives. Upon successful completion of this course, students will:

1. Demonstrate an understanding of the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic.
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and/or presenting speeches.
6. Identify how culture, ethnicity and gender influence communication.
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).

Course Outline

See Appendix A

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.

(S-I) “Who Am I” Self-disclosure (3-4 minutes) (S-IV) Persuasive Presentation (6-8 minutes)
(S-II) Introductions and Conclusions (5-6 minutes) (S-V) Final (Oral Performance 5-7 minutes)
(S-III) Informative Presentation (6-7 minutes)

Students are encouraged to review evaluation rubrics posted in eCampus. College level writing, and critical thinking skills are essential to successfully complete this course. Sample speeches are posted on YouTube: Channel—shopkinsbarnes.
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. Failure to meet these requirements indicates that you have not thoroughly PREPARED and PRACTICED for your speaking date.)

***The following speeches address Intellectual Competencies 1-5 and Educational Objectives 1-6.

1. **Speech I -- "Who Am I Really?" (15%)**: This is a self-disclosure speech that encourages students to get to know more about themselves and their classmates. This 3-4 minute speech should require minimal use of notes. No external research is required as students will be talking about themselves [the impact you want to make in the world].

2. **Speech II-- Introductions & Conclusions (15%)**: Students will demonstrate their understanding of the general guidelines for properly developing and concluding a formal presentation. This 5-7 minute speech should require minimal use of notes. Research is required for completion of this assignment.

3. **Speech III-- Informative Presentation (15%)**: The purpose of this speech is to inform your audience about some current/relevant issue. This 6-7 minute speech will require that 3 to 5 external sources be attained and orally footnoted by the student. Students will be guided on how to research and develop their speeches. Use of Powerpoint 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.

4. **Speech IV-- Persuasive Presentation (15%)**: The purpose of this speech is for students to persuade their audience to take action on a social issue. This 7-8 minute speech will require that 5 external sources be orally footnoted by the student. A visual aide is required for this assignment; typed outline also required. Student topics must be pre-approved by the instructor. Students should demonstrate solid delivery skills and effective use of organization/structure.

5. **Speech V--Final Presentation (15%)**: Students will deliver a prepared speech elaborating on their Top 5, not to exceed 7 minutes, students should demonstrate success/polish areas of difficulty that have been noted over the semester.

*Please note: A typed outline is required at the time your speech is delivered. ***The outline requirements meet the Intellectual Competencies 1, 4, 5 and Educational Objectives 1, 2, 5, 6

Outlines WILL NOT be accepted if they are not typed. Each speech requires ADVANCED PREPARATION and PRACTICE. It is very obvious when a speaker is not prepared/ready to present, don't place yourself in this embarrassing situation. ***IF A STUDENT MISSES SPEECH III, SPEECH IV OR SPEECH V IT IS HIGHLY PROBABLE THEY WILL NOT SUCCESSFULLY COMPLETE THE COURSE. IT IS NOT LIKELY A STUDENT WILL MISS A MAJOR SPEECH GRADE AND PASS THIS COURSE. Your instructor will advise you on the proper course of action if you find yourself in this situation….PLEASE contact me immediately.

B. Tests--Test I & Test II & TEST III (45%): Students should have scantron #882 and several #2 pencils with them on test days [see course calendar for dates]. All tests will be graded out of 100 points. All tests will cover in-class lectures and text content. Tests will consist of, but are not limited to, multiple choice, true-false, matching, and discussion questions. There will be No make-ups for missed tests unless you contact your instructor within a 24 hour period from the exam. Justifiable documentation must be provided for your absence, the test will then be
administered at your instructor's earliest convenience. (Will meet the Intellectual Competencies 1, 4, 5 and Educational Objectives 1, 2, 5)

C. **Activities/In-class activities (15%)**: Includes all prep work required to be handed in for speech preparation. May include pop-quizzes, not to exceed 10 points each. This activity grade also includes participation during in-class projects and discussions. (**The activity requirements meet the Intellectual Competencies 1, 2, 3, 4, 5 and Educational Objectives 1, 2, 3, 4, 5, 6)**

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**Grading Scale**

**Assignments & Point Values:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech I “Who Am I Really” [Emphasis on Content/Structure]</td>
<td>100pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Speech II Introductions/Conclusions [Emphasis: Language/Delivery]</td>
<td>100pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Speech III Informative Presentation [Emphasis on all of the above]</td>
<td>100pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Speech IV Persuasive Presentation [Emphasis on Message, Delivery]</td>
<td>100pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Speech V Final Presentation [Emphasis on Delivery, Structure]</td>
<td>100pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Tests [Three Tests Will Be Taken on eCampus must have publisher Connect Code]</td>
<td>100pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Test I (Chapters : 1-5, +Lecture )</td>
<td>100pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Test II</td>
<td>100pts.</td>
<td>15%</td>
</tr>
<tr>
<td>Test III</td>
<td>100pts.</td>
<td>15%</td>
</tr>
<tr>
<td>In-Class/On-Line Activities (Approx. 10 @ 10pts. Each)</td>
<td>100pts.</td>
<td>15%</td>
</tr>
</tbody>
</table>

Additional considerations may be made here: For instance, if students are not reading/participating 2 Pop Quizzes may be given at 5 pts. each in replacement of 1 activity.

| Attendance [Point deductions attached on next page] | 100pts. | 15%        |

0-2= 100; 3= 50; 4 or >=0

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**Total = 1000pts.100%**

**Point Breakdown for Grade Distribution:**

- 900-1000pts. = A (90-100%)
- 800-899 pts. = B (80-89%)
- 700-799pts. = C (70-79%)
- 600-699pts. = D (60-69%)
- 599 or less pts. = F

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**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**

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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 self-selected or 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. Due to the nature of In-Class Activities/In-Class Participation there will be NO "make-ups" for Activities missed during the semester. Students are encouraged to utilize extra credit opportunities to aide point earnings.

C. Acknowledge/respect the human dignity rights of your classmates even if you disagree with their viewpoints.

D. If you miss a class on another student’s speaking day you will also be missing activity points for that class period. When students are not signed up to speak they will be engaged in peer evaluations of others in the class. Peer evaluations are a significant portion of your activity grade.

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. The Final Exam Class Session has mandatory attendance. This time period may be utilized to complete the last round of Final Speech presentations. We will also have an end of the semester activity celebrating each student’s success in the course. A student’s failure to attend this exam session will result in an automatic 10 point grade drop on your OVERALL COURSE GRADE. Should a student arrive late for the final exam 10 points will be deducted from their Final presentation speech for every 15 minutes they are late.

G. Cell phone use is NOT allowed during class, phones should be off or on silent mode. Use of Technology is permitted only at the instructors discretion. Text messaging is not appropriate during class, violations will result in a loss of ICA points.

H. Due to a disruptive nature, students should not leave class while it is in progress. Leaving class early will likely result in an absence for the day, and missed ICA points.

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

__________________________________________________________________________
Name Date

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.

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](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](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 activity. 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, 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. [http://www.northlakecollege.edu/resources/disability.html](http://www.northlakecollege.edu/resources/disability.html)
STUDENTS WITH DISABILITIES
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. 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.

College Disability Services Offices
Brookhaven 972-860-4673
Cedar Valley 972-860-8119
Eastfield 972-860-8348
El Centro 214-860-2411
Mountain View 214-860-8677
North Lake 972-273-3165
Richland 972-238-6180

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.

College Title IX Coordinators
Brookhaven Terri Edrich TitleIX-
BHC@dcccd.edu 972-860-4825
Cedar Valley Grenna Rollings TitleIX-
CVC@dcccd.edu 972-860-8181
Eastfield Rachel Wolf TitleIX-
EFC@dcccd.edu 972-860-7358
Exemplary Educational Objectives

Speech 1315, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board.

1. to understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation;
2. to understand the importance of specifying audience and purpose and to select appropriate communication choices;
3. to understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and selfexpressive, in written, visual, and oral communication;
4. to participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5. to understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument;
6. to develop the ability to research and write a documented paper and/or to give an oral presentation.

Core Curriculum Intellectual Competencies

This course reinforces all of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCIC’s identified by the DCCCD which are reinforced by ___ are as follows:

1. READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
2. WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
3. SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.
4. LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
5. CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
6. COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.
## LEARNING ACTIVITIES, OUTCOMES, AND ASSESSMENT (Form A)

<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>Which EEO’s and CCIC’s are addressed by the learning activity?</td>
</tr>
<tr>
<td><strong>1. Speech IV-- Persuasive Presentation (15%)</strong>: 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 aide 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>See Appendix I</td>
<td>Intellectual Competencies 1 - 5; Educational Objective s 1-6.</td>
</tr>
<tr>
<td><strong>2. Speech III-- Informative Presentation (15%)</strong>: The purpose of this speech is to inform your audience about some current/relevant issue.</td>
<td>This 6-7 minute speech will require that 3 to 5 external sources be attained and orally footnoted by the student. Students will be guided on how to research and develop their speeches. Use of Powerpoint 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</td>
<td>Intellectual Competencies 1 - 5; Educational Objective s 1-6.</td>
</tr>
</tbody>
</table>
### 3. Activities/In-class activities

(15%): Includes all prep work required to be handed in for speech preparation. May include pop-quizzes, not to exceed 10 points each. This activity grade also includes participation during in-class projects and discussions.

### SWOT Assessment:
- Completed fully with 3 to 5 comments/insights written or typed into the boxes on the form equates to 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.

### See Appendix D
- ***The activity requirements meet the Intellectual Competencies 1, 2, 3, 4, 5 and Educational Objectives 1, 2, 3, 4, 5, 6

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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**
- **4.1** Display integrity, honesty, and fairness.
- **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**
- **6.1** Collaborate effectively and reliably as part of a team.
- **6.2** Apply efficient time and task management.
Course-Level Student Learning Outcomes SPCH 1315 (Speech Communication)

<table>
<thead>
<tr>
<th>Departmental SLO POST TEST</th>
<th>Departmental SLO LISTENING TEST</th>
<th>Departmental SLO PERSUASIVE ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in SPCH 1315 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. CCICs 1, 4, 5, 6 and EEOs 2, 5 Gen Ed SLO 1.1, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2</td>
<td>All students in SPCH 1315 will differentiate between hearing and listening at 70% proficiency on the departmental quiz CCICs 1, 4, &amp; 5 and EEOs 2, 3 Gen Ed SLO 1.3, 2.1, 2.2</td>
<td>All students in SPCH 1315 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. CCICs 1, 4, 5, 6 and EEOs 2, 5 Gen Ed SLO 1.3, 2.1, 2.2</td>
</tr>
</tbody>
</table>

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     _____

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
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, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

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 C

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.
STRENGTHS | WEAKNESSES
---|---

OPPORTUNITIES | THREATS
---|---

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.

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Fundamentals of Public Speaking
Speech Communication 1315
Course Calendar 2019-2020

**Date** | **Weekly Class Schedule**
---|---
Week One-Two | Course Introduction; Syllabus; **Read Chap. 1**
Discuss Chap. 1: Speaking In Public; Finish Getting Acquainted Activity; **Read Chap. 3; Read Chap. 2:** Ethics And Public Speaking **DUE: Signed Syllabus in Folder**
Lecture Chap. 2 and Chap. 3: **In-Class Activity** (ICA); Assign Speech I, **Sign-up for Speech I; Read Chap. 4:** Topic, Purpose, Central Idea
Discuss Chap. 5: Audience Analysis; Assign pg. 33 worksheet; **Read Chap. 5:** Analyzing The Audience
Need USB **DUE: SPEECH I - "Who Am I Really?"** (3-4 minutes)
**Read Chap. 6:** Gathering Materials
LearnSmarts Chapters 1-5 in motion prior to Temporary Trial ending with Publisher eCampus*** **DUE: Take TEST I (Chapters 1-5)**
Week Three-Four
Need USB DUE: SPEECH II - Introductions & Conclusions (5-7 minutes)
Discuss Chap. 4; Impromptu Speaking Discussion; Read Chap. 7: Supporting Ideas
Begin Chap. 6 lecture; Discuss Chap. 7 Discuss Chap. 09; Lecture; (ICA)
Read Chap. 09: Beginning(Introductions) & Ending(Conclusions)
Read Chap. 14: Speaking to Inform Discuss Chap.14;
eCampus***DUE: Take TEST II (Chapters 5-11)
Read Chap. 08: Organizing The Body Of The Speech
Read Chap. 08; Begin Chap. 13: Visual Aids;
Assign S – IV; Discuss Informative Speech Expectations Topic Approval Due
Reference Chap. 10: Outlining The Speech
DUE: Informative Speech Outline with External Sources
Need USB DUE: SPEECH III - INFORMATIVE SPEECH (5-6 minutes)

Week Five
Discuss Chap. 12; Read Chap. 11: Using Language;
Discuss Generic Language & Nonverbal Communication
Brainstorm for Topics; Read Chap. 13: Using Visual Aids
DUE: Persuasive Topic Declaration & Audience Analysis forms

Last day to (W) See Posted Dates in Catalog

Discuss Persuasion Issues from (Chap. 15 & 16 & Lecture)
Verbal Aggression/Argumentation; Assign S - IV
Read Chapter 16: Methods of Persuasion
View Example Speeches Persuasive Showcase Speakers (ICA)
DUE: Persuasive Speech Outline with External Sources
DUE: SPEECH IV - PERSUASIVE SPEECH (7 minutes)
***DUE: Take TEST III (Chapters 12-17); Review for Final Presentation
DUE: FINAL PRESENTATION (5 minutes)
******************************************************************************
Final Exam Week each final is 2 hours in length.
Your Final Presentation will be given as your Final Exam for class. The Final Exam class session
has a mandatory attendance. If you are not present during the Final Exam your grade will drop by
one letter grade. Should a student arrive late for the final exam 10 points will be deducted from
their Final presentation speech for every 15 minutes they are late. Please make sure you work
this time into your schedule well in advance of the Final.

Your FINAL for this course is: ____________________________

(Date/Time)

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