Richland College: 12800 Abrams Rd./ Dallas, TX 75243
Winter Term 2018-19

This course syllabus is intended as a set of guidelines for Speech 1311. Both Richland College and your professor 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. If I need to make changes in this syllabus, I will note the date I made those amendments in the upper right corner of the eCampus copy of the syllabus.

Speech 1311 82245
Richland College
School of World Languages, Cultures, and Communication
Lavaca Hall, L 228, 972-238-6943

The only thing more expensive than education is ignorance. Benjamin Franklin

Welcome to our Speech 1311 class. Whether you signed up to fulfill a degree requirement and/or to sharpen your speaking and writing skills, I hope you will find our class worthwhile and enriching. I consider it a privilege to be your professor. I designed this course to increase your communication skills and develop communication confidence.

Professor Information

Professor Trudi Swedlund, M.A. (SMU), M.Ed. (UNT)

Telephone number: 972-238-6076 Please leave your phone number twice on my voicemail if you wish me to return your call. I cannot return calls outside of the 214, 469, and 972 area codes.

Email address: tswedlund@dcccd.edu
When you e-mail, kindly tell me what class (e.g. Spch), your section number (e.g. 82245), and a short reason for your email in the subject line.

You need to have a Richland College e-mail address in order to contact me. Sometimes the District’s firewall blocks your e-mails (particularly from Yahoo.com and g-mail accounts). So secure a RLC e-mail address (it’s free; go to the second floor of the Del Rio building and set up an account) and then I’ll be sure to get your e-mail queries.

Please remember to address your instructor formally, use proper spelling, grammar, and punctuation, as well as formally sign your name at the end of each email.

I check e-mail frequently during office hours (unless I am at a meeting or called out of the office) and on and off at other times, but I am not available 24/7. I will try to answer e-mails within 24 hours of receipt. I typically do not answer e-mails on weekends, so if you e-mail me late Friday, kindly do not expect an answer until Monday. See my email protocols on pages 12-13 and 22 of this document.

Professor’s Office Number: Crockett 265

Professor’s Office Hours: Note these hours may be subject to change. I will notify you in case that occurs.

Monday through Friday after 12:30 PM in T222
Always presume welcome in my office or in class. Feel free to call or drop by during my scheduled office hours.

During office hours or on-line you and I can communicate one to one on a first come, first serve basis. If you are unable to see me by during those times, we can communicate via telephone, email, or set up an appointment at a mutually agreed upon time.

If you cannot figure your grade on eCampus (click the “My Grade” tab on the main menu), come by my office for an updated calculation of your grade. If you do not know where you stand in my course, all you have to do is ask.

Important Dates for This Class:
- Class Starts: December 17
- Class Meets: December 17-21, 2018; January 2-4; January 7-11, 2019
- Certification Date: December 19, 2018
- Withdrawal Date: January 8, 2019
- Final Exam: January 11, 2019

Course Information

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Meeting Place</th>
<th>Final Exam Date</th>
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<tbody>
<tr>
<td>Spch 1311 – 82245</td>
<td>9:00 – 12:30</td>
<td>M - F WH211</td>
<td>Friday, January 11</td>
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Course Title: Introduction to Speech Communications
Credit Hours: 3

SPCH 1311 Introduction to Speech Communication

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

Course Prerequisite: One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards.

Required Texts and Materials

2. 2 scantrons (long form)
3. Small packet of note cards
4. A comprehensive notebook with tabs to organize your class notes, handouts, returned materials, syllabus, assignment calendar, and any other materials.
5. Recommended: a set of highlighters, different colors preferably, and a portable dictionary

The schedule below is tentative and will be subject to change, announced in advance of each class.

Course Calendar

Day 1: (December 17)
“Favorites” Ice Breaker
Debrief Syllabus
True Colors debriefing
Assign Permanent Groups for Group Presentations on Ch. 3
Instructions and sign up for Group Presentations on Chapter 3
“How to read your textbook”
Debrief instructions for the “Bag Speech” – “Course Documents” tab on main menu
Sign up for Bag Speeches
Begin debriefing Chapter 1 with Maslow’s Hierarchy of Needs  
**Assignment:** Read Chapters 1 and 2

**Day 2 (December 18)**  
Debrief rest of syllabus  
Debrief Chapters 1 & 2  
Take Syllabus Quiz on-line (see tab “Texts and Exams” in the main menu in eCampus)  
**Assignment:** Read Chapter 11

**Day 3 (December 19)**  
Syllabus Quiz: on line  
Finish debriefing Chapter 2 and 11  
Begin Any Old Bag Speeches  
**Assignment:** Read Chapter 12 & 13

**Day 4 ((December 20)**  
Continue Bag Speeches and finish if possible  
Debrief Chapter 12 and 13

**Day 5 (December 21)**  
**Exam 1** Chapters 1, 3, and 11  
Debrief Chapter 13 if unfinished  
Informative Speech Directions—Learning Packet  
**Assignment:** Prepare to present Group Cultural Dimensions on January 2  
Read Chapter 3

**Day 6 (January 2)**  
Begin Group Presentations on Chapter 3  
Finish debriefing Chapters 3  
**Assignment:** Read Chapters 5

**Day 7 (January 3)**  
**Exam 2** on Chapters 3, 12, & 13  
Begin Informative Speeches  
Begin debriefing Chapter 5 if time  
**Assignment:** Read Chapters 6

**Day 8 (January 4)**  
Continue and finish Informative Speeches  
Debrief Chapter 5 and 6  
**Assignment:** Read Chapters 7 & 8

**Day 9 (January 7)**  
Continue Informative Speeches if not completed Day 8  
Debrief Chapters 7 and Chapter 8  
**Assignment:** Read Chapter 4 & 9

**Day 10 (January 8)**  
**Exam 3** on Chapter 5, 6, 7, and 8  
Debrief Chapters 4 and 9  
**Assignment:** Read Chapter 10
Day 11 (January 9)
Finish debriefing Chapters 9 and 10

Day 12 (January 10)
Exam 4 Chapters 4, 9, and 10
Get-Caught-Up day

Day 13 (January 11)
Finish unfinished business (note: I may be finishing chapters’ debriefing on this day)
*Take Comprehensive Exam (Chapters 1 – 13)

*Note: Examination IV or V (if applicable): comprehensive exam over Chapters 1 – 13 on same scheduled final exam dates (see above). Students who wish to take the comprehensive exam will need to arrive at the scheduled exam time (see page 1) to take a paper and pencil exam in our classroom. Note: The Comprehensive Exam will not replace Exam IV or the exam that precedes it during the week of final exams.

Note: I reserve the right to make adjustments, amend, or update the above schedule either to add or delete chapter debriefings, exams, and speeches.

Grading Scale

<table>
<thead>
<tr>
<th>Area</th>
<th>Points</th>
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<tbody>
<tr>
<td>Individual Speech Presentations</td>
<td>180 points</td>
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<tr>
<td>Exams</td>
<td>300 - 400 points (400 pts. if time to debrief Ch. 4, 9, &amp; 10)</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>20 points</td>
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<tr>
<td>Group Project</td>
<td>100 points</td>
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<tr>
<td>Written Assignments/Small Group</td>
<td>to be determined as we go</td>
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approximately 600 -700 points

I reserve the right to modify the above points as needed to better serve a particular class.

Evaluation Protocols

I. Grades:
Your tuition buys you a seat in this classroom but in no way buys you a passing grade. Grades are earned. I will do everything in my power to assist you in making the grade you want, but you must be willing to work to achieve that grade through productive persistence and study strategies. Merely showing up does not assure a passing grade. I very much want you to achieve a good grade, but you must not only want that more than I do but be willing to work hard for it. Please be aware that as a “minimester,” the Winter Term goes fast and furiously. Plan accordingly and do not be surprised if you must minimize social plans during the holidays. You will get your tuition’s worth out of my class! You will also get December 22 through January 1 off but no doubt will be working to prepare your group presentations during that time.

A. Your grade will be determined according to the requirements of my class, explained in this syllabus.

B. I evaluate students according to a point system converted to the percentage scale below unless otherwise specified in the syllabus. I reserve the right to modify points, assignments, or tests as needed to better serve this class. The conversion scale for points is as follows:

A = 100 to 90%
B = 89 to 80%
C = 79 to 70%
D = 69 to 60%
F = 59% and below
C. I allow 24 hours from the time an exam, paper, homework assignment, or any other graded material I return to your class for students to ask me questions or request a reevaluation of the grade. After 24 hours, the grade remains permanent.

D. Discussion or questions of the final course grade must be completed within 24 HOURS of posting of the student’s grade on-line. After that time, the grade is permanent.

E. I cannot round up grades. For example, a final average between an 89.1 to 89.9 is still a B and not an A. Kindly do not contact me the last few days of the semester with the intention to ask me for bonus point opportunities or to alter the grade you earned. You, not I, are in charge of your grade.

F. I have provided a way to keep track of your grades; see evaluation sheet on page 19. I encourage you to keep it current. You may also keep track of your grades on eCampus; click on the “My Grades” tab on the main menu. Make sure you keep a record of all of your absences and tardies.

G. I encourage you to keep all evaluated materials I return to you for the duration of the semester. If there is a need, I reserve the right to see those materials, especially rubrics for your two speeches. Therefore it is your responsibility to retain those materials in case I need to audit them.

H. Access to final grade reports is available on-line at http://econnect.dcccd.edu or by telephone at 972-613-1818. Use your student identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on you Student Advising Report, which is available in the Admissions and Student Records Office, T170.

I. I post grades in a timely manner in eCampus. It is your responsibility to keep up with your grades. Go to the “My Grades” tab on the main menu.

J. I am not allowed to e-mail students their grades; nor can I accept phone calls asking for a final grade due to Federal guidelines on privacy (FERPA). Kindly do not ask me to make an exception. You can always find your grades on eCampus; click on the “My Grades” tab on the main menu. You may also see me after class.

K. I do not give incompletes.

L. In order to receive a passing grade and therefore credit for this course, students must give all of their speeches (Bag and Informative Speeches) and participate in the Group Presentation.

M. Students must earn a final grade of “C” or better in all core courses including Spch 1311.

II. Evaluation Policies

A. Examinations

1. You will have the opportunity to complete four to five examinations worth 100 points each to verify that you read your textbook carefully, underlined or highlighted key passages, and listened to my lectures. Each exam will consist of 50 multiple choice questions. All exams except for the comprehensive one will be given on-line. Each exam will differ from student to student; in other words, no two exam will tell you in advance when your window of opportunity is you miss that opportunity, you will receive a zero. You are comprehensive exam at the end of the semester to make up for a missed exam or a poor score on one other exam if you have not missed any of them.
You will need to bring a 50 item scantron (Form 882-E) for the Comprehensive Exam on the date of the Final Exam.

2. I will schedule a Comprehensive examination (the fourth exam if we are under time constraints) in
The comprehensive exam does not replace Exam 3 (over Chapters 5-8) or Exam 4 (over Chapters 4, 9, and 10), whichever one is the next-to-the last exam. If there is time to debrief those chapters covered in Exam 3 or 4 in class, you have to attempt the exam preceding the Comprehensive Exam in order to take it. In other words, you must complete the exam that precedes the Comprehensive exam (over Chapters 5-8 or Chapters 4, 9, and 10) in order to be eligible to take the Comprehensive Exam.

a. I therefore do not give a make-up exam for a particular exam.
b. Note: the Comprehensive Exam is your only opportunity to make-up an exam. If you miss two exams, you will receive a zero for one of them (or both if you do not take the comprehensive exam).
c. This option is also open to students who may have taken all previous exams but wish to take the last (or comprehensive) one in order that it might raise their grade. I will count the 3 (or 4) highest scores out of 4 (or 5). This is my gift to you in order to help enable your success.
d. The Comprehensive may substitute for only one missed exam (but not the exam previous to it); you will have the opportunity to make up only one exam.
e. Please be aware that if you take the comprehensive exam, you may be taking two exams on the day of Final Exams.
f. Once the comprehensive exam begins, please do not leave the class for any reason until you turn it in.

B. Oral Presentations (Speeches)

1. You will have the opportunity to prepare speeches on topics of which you will have latitude within certain perimeters and a given format. The speeches will include one of personal introduction (similar to a demonstration speech), a group collaboration, and an informative speech.
2. A formal printed outline (not handwritten) and evaluation sheet must accompany every Any Old Bag Speech, the Informative Speech, and the group presentation. No outline, no speech. I have the right to refuse poorly prepared, handwritten, or sketchy outlines which means you do not get to deliver your speech.
3. Students are obliged to attend class on speech days even if they are not speaking because every speaker deserves an audience to appreciate their hard work and performance.
4. I require all students to present their speeches on the day they are scheduled.
5. You will sign up for a place on the speech schedule on a sign-up sheet which I will post in our classroom and on eCampus. When we finish with the last speaker for the day, assume the next 18 students are expected to be ready to give their speech during the next class. If you are absent and your turn comes up or you are not prepared, you will go to the end of the line and lose a letter grade if (and only if) there is time for you to make up your speech. Students who are absent on the day the sign-up sheet is passed around will be assigned slots left over after everyone else signs up.
6. If you are unable to deliver your speech on your assigned day and wish to switch places with another student, it is your responsibility to make those arrangements, not me. I will post the sign-up list on eCampus and in our classroom so you may see the lineup.
7. I use a rubric to grade all of your speeches so you may see areas that you are strong in and ones you need more skill building.
8. Always have a Plan B as a back-up before you give your speech. Your Power Point, flash drive,
Google account, or whatever may not operate, so upload all materials to free storage sites like Dropbox.com or the Cloud so you can retrieve them. Alternatively, email the information to yourself. There are no excuses for technical failures unless the Internet is down in our classroom (which happens rarely). If you cannot access your visual aids and have no Plan B, you will go to the end of the line and receive a late speech deduction.

9. **You must complete the 2 oral speeches and take part in the Group Presentation in order to pass the course. Failure to do so will result in an F in the course regardless of the points accumulated.**

10. I require all students to write a critique of every other student’s speeches. Failure to do so will mean a deduction of 5 points for each missing critique.

11. I am not the fashion police, but I ask that you dress appropriately for your speech as you would if you were giving a presentation to professionals. When students up their clothing game for a speech, they are honoring their audience. I know audiences appreciate it and will often compliment the speaker on his or her attire.

12. No gum chewing during delivery of a speech.

13. I have several files in eCampus that give excellent tips on successful speech delivery. Click on the Course Documents tab on the main menu.

14. **Late Speeches Protocol:** Only under the most extenuating of circumstances are late, make-up speeches and other assignments acceptable.

    a. Late speeches are given at my discretion, and sadly I will have to deduct 10 points for a late Bag Speech and 15 points for a late Informative Speech. When you make the choice to not give a speech because you are absent or unprepared, you must accept the deduction.

    b. Students must provide documentation of the emergency situation that prevented them from attending class when they were due to give a speech (i.e. a doctor’s note, a dated receipt for emergency repair work, a dated police report—no parental excuse notes and NO photographs) AND contact me via email immediately. Your documentation must correspond with the missed speech date.

    c. In addition, students who miss a speech must remind, nag, and hound me to make it up because it is not my responsibility to remember that you did not deliver a speech when you were assigned. Students must also be prepared to present the speech on the first day of their return if there is time. Those who are prepared and on the schedule have priority, however.

    d. You have one chance to make up a missed speech but only if there is time. If you are not prepared (especially if you have no outline or experience technological difficulty) or absent when I can accommodate you, you will receive a zero. Caution: do not trust that the students who are to present before you will either show up to class or be prepared to present if they do. If students default, you are still expected to give your speech the day you were assigned if your name falls within the 18 student band.

    e. If you missed giving your speech, you may not switch places with another student who has not given a speech yet.

    f. You may only make up ONE documented missed speech. If you are absent for your group speech, you will receive a zero for the presentation (80 points).

    g. If there is not time to make up a missed speech during class time, I will arrange a time and a classroom for you to give your speech. If you cannot attend at the time I arrange, you will receive a zero. (Your first opportunity to have given your speech was at your convenience; the second time is at mine.) **You must also bring at least three friends to provide an audience.** You and they must stay throughout everyone’s speech.

    h. However, if we have insufficient time, I have no choice but to assign a zero for a missed speech. I am under no obligation to allow a student to make up a speech. Please be present or possibly lose the grade for that speech.

### Protocols of Courtesy during Speeches
If a student is in the process of giving a speech and you arrive late, kindly DO NOT ENTER the classroom until after the student has completed his or her presentation. Also do not leave class in the middle of someone’s speech.

As an audience member, listen attentively and be supportive. Applaud at the end of speeches. Ask questions only during Q/A sessions; never interrupt a speaker to comment or ask a question. Assume an interested stance and give the speaker your undivided attention.

Sorry, but as much as the audience might be amused, presentations using weapons, live animals, prohibited or illegal substances (or associated paraphernalia), or questionable taste (I will be the judge) are off limits. Ask yourself if your great Aunt Agatha (okay, your cool Aunt Ashley) would approve of your speech’s appropriateness. Ask me if you have any doubts. If a speech is inappropriate, I reserve the right to interrupt the student and stop the presentation.

When you write critiques to your classmates, be sure to use tact for skill building. Observe the Golden Rule and always write with courtesy and diplomacy.

Make sure you silence your cell phone and put it away so it doesn’t interrupt a speech. Do not text or use any electronic devices during someone’s speech—or any time during class. Such behavior is inconsiderate and rude. I will ask a student who misuses electronics to leave the classroom; that student will merit an absence for that class day.

Do not work on any other classes, assignments, etc. either. Focus on this class only throughout the semester. If a student is not fully engaged in our class’s assignment, I reserve the right to dismiss that student, who will incur an absence for that day.

If you need help on your speech, let me know! That’s what I’m here for!

C. Written Assignments

1. I may ask you to complete assignments relevant to the chapter readings in your text. I appreciate how valuable your time is, so I make a special effort not to assign busy work. I hope you find these assignments relevant, interesting, and insight provoking.
2. I am unable to accept any late homework assignment. You have to be present with an assignment in hand in order to receive credit (sort of like those contests where you have to be present to win).
3. Assignments like all outlines must be printed (12 font, please), double-spaced, well-edited, and in good presentation format.

D. Classroom Participation

You are an integral part of our learning community. You will have opportunities to be a speaker, audience, small cooperative learning group member, and whole class participant.

Though it may seem obvious, the more you contribute, the more you will get out of this class.

Participation includes being an integral part of your cooperative learning group. Completing homework assignments, having thoughtfully read and highlighted your text, taking part in class discussions, expressing your opinion and knowledge, commenting and encouraging others’ contributions, and generally staying in tune with what is going on in class throughout the semester are keys to success. Think of our class as a safe haven to try out new skills.

C. Written Assignments

1. I may ask you to complete assignments relevant to the chapter readings in your text. I appreciate how valuable your time is, so I make a special effort not to assign busy work. I hope you find these assignments relevant, interesting, and insight provoking.
2. I am unable to accept any late homework assignment. You have to be present with an assignment in hand in order to receive credit (sort of like those contests where you have to be present to win).
3. Assignments like all outlines must be printed (12 font, please), double-spaced, well-edited, and in good presentation format.

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Attendance policy

In order to be successful, students must attend and participate in enrolled courses.

I. Assignments Missed During an Absence
Success hint: If you miss a class and return without having prepared for the next assignment, you have missed in essence two classes. Try to be prepared for every class.

A. You are responsible for your learning what work or assignments you missed during your absence. Ignorance of an assignment made when you were absent will not excuse tardy work, exempt you from speeches, quizzes and exams, release you from peer group responsibilities, or excuse you from anything else related to the class’s activities that week. I am not responsible for reminding a student about tests, so please ask me specifically on that point or another student before the next class.

B. You may get handouts after your absences in four ways. (1) Please make requests for a particular handout and other materials the first class after your absence. (2) You may also leave a note on my office door (C 265) when you need handouts. Kindly request the specific handout instead of the “what-did-I-miss-Tuesday?” handout. Your classmates can assist you with its proper identification. (3) Ask a classmate to pick up an extra handout for you. (4) Check eCampus; most assignments and other relevant materials are located in the “Course Documents” tab.

C. Due dates are the last possible times I accept major assignments. Why? Turning in late work allows a student more advantages over the rest of the class members who keep to deadlines; it is not fair to the rest of the students for another to get more time for revision; and it is not fair for me to have to take time and energy to make exceptions.

D. I cannot accept late informal papers, make-ups for in-class assignments, or homework assignments. If you are not present with your assignment, expect to receive no credit. I cannot accept an assignment for which you were absent on the day we go over it either, even if you turn it in early to me or give it to another class member to turn in. In other words, on whichever day we work on these projects, you have to be present in class with completed assignment in hand in order to receive credit.

II. Absences and Tardiness

You are an integral part of our writing/learning community, and we need you. Therefore attendance and participation are imperative in this class; you must be present to win (pass the course!). I am obliged to count all absences including those attributed to illness, death in the family, work, etc. Extenuating circumstances do occur but all absences count.

A. If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by **Tuesday, January 8**. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. Richland College thus requires the student to take responsibility to initiate withdrawal from this or any other course should that unfortunate circumstance occur.

B. **After 2 absences, 25 points** will be deducted from the final, cumulative points for each absence.

C. **After 4 absences, a student will receive an automatic F.**

D. I do not distinguish between excused or unexcused absences, so you do not need to notify me or the division office prior to a time you intend to be absent unless you will be missing two or more classes in a row.

E. Two tardies equal one absence. If you are late, sign in on the tardy sheet on my desk to inform me in writing you attended class but came in late. Write the date, too. I will note the tardy in my attendance record. Failure to write a note with the date and class number notifying me of your presence in class when you are tardy will mean a full absence.
F. Regretfully, if you forget to leave me a note notifying me of your tardy, neither you nor I will remember your absence some weeks later. Kindly do not insist I change an absence to a tardy just because you tell me, “I am sure I was late to that class in early June instead of absent,” in July.

G. Since I strongly discourage habitual tardies, **after a third tardy I will count all succeeding tardies as a full absence.**

   Respect yourself and other by being on time to each class. Students report it gets tiresome for me to repeat information for the sake of late comers. Being late interrupts the flow. I consider being late after I have called roll and closed the roll book. If “lateness” becomes a problem for a particular student, that student and I will discuss an appropriate response to tardies in the student’s grade.

H. Leaving class before dismissal will count as a half absence. Kindly do not walk out of our class and then plan to return, for this is disruptive unless you clear it with me in advance.

I. If you are receiving Financial Aid grants or loans, you must attend all your classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require you to repay financial aid funds.

   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 or repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

J. Absences for observance of a religious holy day are excused. Students must contact me in advance of missing class for a religious holy day and not after the fact. Students whose absence is excused to observe a religious holy day are allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

K. However, absences due to work, family matters, bereavement, athlete activities/tournaments, spring fever, wild romantic escapades, hang-overs, protest marches in favor of higher teacher pay (well, that might be the exception), the debut of the iPhone17 that makes chili and summons the dead, etc. are all under the jurisdiction of those 4 “free” absences.

**General Classroom Protocol**

**My Policies and Procedures/Frequently Asked Questions**

**“Do you take attendance?”**

- Yes. **In order to be successful, students must attend and participate in enrolled courses.** I take roll every class. This class is heavily dependent on attendance for students to learn.
- It is vital that you show up on time so that we can get started. Arriving late will result in a half absence deduction over a total of **3 absences** or its equivalent in tardies. **Two tardies = 1 absence.**
- Attendance and Participation mean the same thing. If you are not in class, regardless of the reason, you cannot participate. I offer you extra credit to offset the loss of points that may occur unexpectedly.
- If you show up on time but leave before the end of class for any reason, I will count off for half an absence.
- **Remember to write me a note with your name, class and section, and date, your “receipt” ensuring you take a full absence when you arrive late to class.**

**“I missed class. What do I do?”**
You are responsible for the content and assignments whether you are present or absent.

You should check the COURSE OUTLINE (Found in this syllabus) first to see what you missed before emailing me. The COURSE OUTLINE includes what we did that day, assignments assigned, and due dates.

You should then check your EMAIL and Blackboard (eCampus) next and check for announcements and new assignments.

If you missed a lecture, ask a responsible classmate to let you copy the notes from the lecture.

“What are your other classroom policies?”

Please take care of your bathroom needs before class begins. In college we expect you to not need bathroom breaks like in elementary school. If you plan to leave class, take your materials with you and do not return to class. I plan to give you one break each class day.

Bring your book to every class unless we are spending the entire class time on speeches.

Once class begins, kindly do not leave the classroom and return for any reason unless it is a medical emergency or a fire drill.

Please use language that is professional and appropriate at all times. You should get use to the formal register because it is the “coin of the realm” if you wish to be successful in academia and the professional world.

While capped beverages are allowed during class time, please do not disrupt other students and be prepared to clean up after yourself. If you consume beverages, you must agree to clean up and dispose of waste materials in a trash can or a recycling bin, which are located in our classroom and throughout the campus. Do not make me clean up after you; I only do that for my cats.

Please be prepared for class at all times. Bring your own pen/pencil, print your notes, and provide your own materials such as staples and/or paperclips and scantrons.

Due to the nature of our discussions, which may involve voluntary personal disclosure, I discourage the use of taping equipment in the class unless you receive prior approval from me and the class is informed. I want to ensure students’ right to privacy and confidentiality.

School policy prohibits eating in the classroom. Ask me about exceptions to eating.

If you are struggling for whatever reason in this course, I will be glad to help you. Hopefully, you and I can find a solution together so you will successfully complete this class. Richland College offers tutorial assistance, and I can help you access those services. I care about my students’ academic success.

“What are your Technology policies?”

Communication Protocols (including Email):

When I need to alert you immediately to changes like cancelled classes due to weather conditions, the schedule, assignment clarifications, announcements, reminders, or problems, I will email you; therefore, check your email frequently. For those of you who text only, you will need to get used to old fashion email.

Please update your email address in Blackboard immediately and verify your email address for accuracy. I send emails in bulk frequently and don’t type in each individual’s address. Go to My DCCCD tab, Personal Information, and EDIT personal information. Verify your email address, completely and accurately for eCampus communication.

Next go to the “Browser Test” tab (on your left) and test your browser to make sure it is compatible with eCampus.

It is your responsibility to make sure you are receiving the emails from me. You need to be able to open attachments and check your email frequently in order not to miss anything important.

If you miss/fail an assignment because you neglected to check your email or Blackboard, you are wholly responsible.
Please consider the person you are emailing (me) as a professional who is also in charge of your grades. Remember to utilize proper grammar, capitalization, and spell check. INCLUDE YOUR NAME and have an overall polite and professional demeanor when sending a message. In other words, include your name and use complete sentences.

I will not respond to your message if it begins with “hey” or if it does not include your name. I will also not respond to e-mails from students who use text message language or who write in non-Standard American English. Kindly edit your e-mails to me carefully and make sure it is clear and coherent. That saves time and frustration for both of us. And for the love of God, capitalize the personal pronoun “I.”

Sometimes I do not get students’ e-mails from sites like Gmail, Yahoo, Hotmail, and few others because of our District’s firewall. Please use a DCCCD e-mail address for this class.

You can get your free e-mail account set up on the second floor of Del Rio or its equivalent at any of the DCCCD campuses.

Whenever you email me, be sure to include your last name, the course and section number, and a brief indication of the message on the SUBJECT LINE of the e-mail. For example, if you have a question concerning an assignment, your SUBJECT LINE might read, "Smith, Spch 83022, QUESTION.” This format is vital for both security and efficiency because I work with many students. I do NOT open e-mails that are not identified in the preceding format because they may contain a virus or may be spam. Therefore, due to security concerns, e-mails without this format will not receive response. I respond to most correctly formatted e-mails with 24 hours on working days.

When you want to send an e-mail to me or to any member of the class, click on “E-mail Class” in the main menu on eCampus. Note that you can e-mail certain classmates (Select Students) or just me (All Instructor Users). To email, say, your group members, select the "Single/Select Users" tab. You will see all the students on the list on your left ("Available to Select"). Select your group members and pull their names to the right screen ("Selected" Screen). Type in your subject/topic in the “Subject Line” and then send your message. Don’t forget to press the “Submit” button.

See “Practice Email” document at the end of this document.

You will need to receive prior permission from me before you email the entire class.

**Blackboard (eCampus):**

- Blackboard is essential in this course. You must be able to access Blackboard within the first day of school. Please alert me to problems you have with logging in. Contact the Help Desk at (972) 669-6402 with problems. Send me your TICKET NUMBER from the Help Desk immediately after contacting them if the issue is not resolved during your phone call.
- Blackboard contains an electronic copy of this syllabus. You do not need to ask me for a copy—Blackboard will always have the most current copy of the syllabus available for downloading and printing. See the “Syllabus” tab on the main menu.
- When I update the syllabus, look for the “Revised” date in the upper right hand corner of the first page.
- eCampus is compatible with Firefox, Google Chrome, and Internet Explorer.
- The phone number for Richland College eCampus technical support is (972) 669-6402. Another number you may call for technical assistance is 1-866-774-7169 (a toll free number).
- You can check your grades at any time by clicking on My Grades in the Course Menu.

**Computers and Printers:**

- Please anticipate computer and printer problems. Do not procrastinate with your assignments.
- If you do not have a particular program or have difficulty accessing the Internet or assignments while at home, please use the school’s computers. Computers and printers are also available to you at school; use the RLC Library, Del-Rio, or Wichita Halls. These computers are free to enrolled students and have excellent high-speed Internet connections.
If you choose to wait until the due date of an assignment or exam and technology fails you, you are wholly responsible and must accept the zero for the assignment or penalty point deduction for the exam. You must accept the risks that come with relying on technology at the last minute.

If there is a printer in our classroom, count on it to be notoriously and mischievously unreliable.

**Other technology: phones, laptops, etc.**

- Please turn off cell phones and all other electronic devices during class. **Do not leave it on your desk or your lap.** Students report a high degree of annoyance with phones ringing during class, and I agree with them. In addition, I do not allow students to text message or use any electronic devices during class. If cell phone usage and texting become a problem in this class, I will ask the offender to leave the class. **That student will receive an absence for that class.**
- Texting or accepting phone calls during class is not only unacceptable but rude. I will give you the stink eye and ask you to put it away the first time. The second time I will ask you to leave the class and count you absent for the day. Please remove all earphones while in class. You can only listen to one message fully at a time, so I expect that you will be listening to what is going on in the classroom. If use of electronic devices persists, I will advise you to drop the course.
- If you have a compelling reason to leave your cell phone on, please clear it in advance with me.
- If you are using an electronic version of our textbook, please see me.
- Students who text message during an in-class exam may expect to receive a zero for that exam and dismissal from class.
- If you have a compelling reason to leave your cell phone on, please clear it in advance with me. Also **put away all electronic equipment like laptops, iPads, iPods, etc.** (that means off the table/desk and in your book bag). If you are using an electronic version of our textbook, please see me. We will have a few venues when you may use a laptop for academic purposes.

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**“Can I make up this work?”**

**Attendance/Participation/In-class activities:**

In class activities can’t be made up. You have to be” present to win.” What happens in class cannot be replicated.

**“What is your policy for students who are dishonest or disrupt class?”**

Students are responsible for conducting themselves in a manner compatible with appropriate academic behavior. The DCCCD and the Richland catalogues list students’ policies, procedures, and regulations in the Student Code of Conduct as well as student rights and responsibilities, which ensure your right to learn in our classroom.

We at Richland College assume our students are honest, but cheating of any kind puts the honest students at a disadvantage.

School policy does not allow eating, smoking, vaping, sleeping, cheating, or disruptive behavior in our classrooms.

Additionally, suspicion of cheating will be submitted to the college administration.

Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. Disruption of class, whether by inconsiderate and/or inappropriate behavior or electronic devices, will not be tolerated.

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. [https://www1.dcccd.edu/cat0506/ss/code.cfm](https://www1.dcccd.edu/cat0506/ss/code.cfm).

**I will assign a grade of zero to any assignment that is plagiarized.** In addition, students who plagiarize will fill out and sign a form that will be kept in the Humanities
Division Office as part of a permanent file. That document may also be attached to students' transcripts.

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion.

**Cheating** includes but is not limited to copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an un-administered test, and substituting for another person to take a test.

**Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work including speeches.

**Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test or even be suspended from college. Students who are determined to be involved in such activities shall be punished as prescribed by college and Board policies outlined in the **Student Code of Conduct**. You can access this information by going to the web site cited above.

See a more detailed policy toward the end of this syllabus.

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**“How Can I Be Successful in This Class?”**

I will do my best to ensure you quality teaching and effective teaching methods because I care about your academic success, but ultimately you are responsible for your learning in our class. The following is a list of suggestions my former students generated that helped them and will, I hope, assist you to succeed in this class.

- **Stay motivated!** Don’t get behind, but if you do, renew your efforts to not miss any more assignments!
- **Read your syllabus,** and examine the course outline thoroughly.
- **Read all instructions.** Read all instructions and refer to the syllabus BEFORE asking questions about classroom policies and protocols.
- **After reading carefully,** if you still have unanswered questions, please contact me for help!
- **Put all the dates of assignments and speeches on a calendar or planner** and highlight them.
- **Find study strategies and pick the ones** that work best for you. Include “read the book” as the most important ones. Please see my Power Point “Study Strategies: located in the Course Documents tab on the main menu.
- **Don’t make excuses about** why you cannot do something. Either do it or don’t, and accept the consequences. Challenge yourself to get out of the habit of thinking up excuses any time you forget something or make a mistake. We all make mistakes and accepting the consequences helps us to remember next time not to make the same mistake.
- **Keep a comprehensive notebook** with the following subdivisions:
  - Syllabus
  - Calendar
  - Chapter Outlines
  - Study Guide Questions with Answers
  - Lecture Notes
  - Speech Assignment Directions
  - Evaluation Sheets
  - Returned Materials
- **To learn what you missed when you must take an absence,** be sure to secure five or more phone numbers and/or email addresses from students in this class in order to be prepared for the next class.
- **Bring your book to class:** a student without a book is like a scuba diver without gear. You will not be able to pass this class without the required textbook.
Choose a classmate and agree to pick up an extra handout and take notes should one of you have to be absent. Hold each other academically accountable.

Read the assigned material carefully, at least twice, and underline or highlight key passages.

Take notes, especially on what gets written on the board or on the ELMO.

Attend class faithfully.

Ask me, your professor, questions when you are confused.

Pay close attention in class - LISTEN actively. I usually answer questions before you ask them, but you have to be listening.

Turn assignments in on time—or better yet, early! You do not have to wait until the day something is due to submit it. “Due date” doesn’t mean the Date you DO the assignment.

Do homework assignments faithfully like read the chapters before I debrief them.

Prepare for each class: outline each chapter; highlight the textbook; answer study guide questions.

Participate in class activities, especially discussions (it helps you retain material for recall on tests).

Reflect on assignments, reading material, discussion, etc. outside of class, drawing parallels to your own life experiences.

Support peers and draw others’ ideas out; tutoring classmates secures the material in your own mind and is possibly the best way to learn.

Take the initiative to form study groups.

Academic Etiquette

Please treat each other and the professor with respect. Be aware of the written and/or verbal policies I include in the syllabus or say in class. As you would wish to be treated, so treat others. In other words, by following the rules outlined below, you will be more successful and less frustrated with me and fellow students (and better prepared for university and/or business life). Read my document “Safe Space in the Classroom” in the “Course Documents” tab on eCampus.

A. Practice open and honest communication. Communicate politely with me, your professor, if you have a problem. Nothing can be solved if you approach me in an offensive manner, demand I solve your problems, or act disrespectfully or inappropriately in class. Also, nothing can be accomplished if you don’t talk to me at all! Remember the golden rule above: give others the respect which you wish to be treated. Treat me with respect, and I will treat you with respect. This works for your fellow students, too!

B. Avoid asking for special treatment without good reason. Requests for special consideration from me (such as late papers, excused absences, etc.) are just that, requests. You are asking me for a favor. In making a decision, I must be fair to all students and may not grant your request or may grant it only with adequate documentation/evidence. Please respect my decision.

C. Be prepared. Come to class prepared to write, discuss, work in groups, and ready to cooperate. Being prepared and willing to work with a team are the two most valued skills in the business world! Have your reading done, outlines prepared, speech topics considered before you come to class. These preparations, above all else, demonstrate respect for yourself!

D. Listen! Listen to me and your fellow students. Take notes when needed. Most problems occur because a student does not practice deep listening. Considering what has been said before reacting shows respect for the other person as well as yourself. A whole chapter in our textbook is devoted to the skill of listening.

E. I expect students to use class time on my assignments only. When our class is in session, please focus on the task which you have been assigned. Please do not work on other business or academic courses in my class. When our class is in session, focus on the task which you have been assigned. If a student is working on business outside of the parameters of this class, I will dismiss him or her. That student will take an absence for that day.
F. Respect other students and me by coming to class on time and making sure you turn off cell phones and put away electronic devices. Disrupting class is never respectful in anyone’s eyes!

G. Please refrain from personal conversations with one another while I am talking, holding a discussion, or another student has the floor. Doing so means you are not full present. If students persist in this behavior, I will ask them to leave class. Offenders will be counted absent for that class. My goal is to make sure all students can enjoy a distraction-free and disruption-free environment.

**Final Thoughts…**

A. In order to be successful in this course, you must possess college-level reading and writing skills. If you are in doubt about your skills level, please see me. I want you to succeed!

B. Class participation 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. Your contribution to class discussion and critiquing other students’ speeches, along with your timeliness, attentiveness, and participation in in-class activities will largely determine your success in this course. You must be present and participatory to gain points for these activities. No makeups.

C. This syllabus is intended as a guideline for this course. I reserve the right to amend this syllabus as necessary, which may include but is not limited to percentages, points, content, schedules, and requirements due to a class’s need or unforeseen circumstances. I will notify the class if I have to make changes.

D. By the way, congratulations for having the keen foresight to sign up for this class. I consider it a privilege you chose me to be your professor. I will do my best to ensure you have a positive experience with learning, laughter, and insights.

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**Institutional Policies**

A. Institutional Policies relating to this course can be accessed from the following link:

   www.richlandcollege.edu/syllabipolicies

B. Call the Student Inclement Weather Hotline at 972-238-6196 or the RLC home page for college closing due to hazardous weather conditions.

C. The link to compliance with Title IX is as follows:

Speech 1311 Grade Sheet

Swedund/ Winter Term 2018-19

Name ______________________________

Note: It is the student’s responsibility to calculate his or her grade correctly.

Examinations

<table>
<thead>
<tr>
<th>Examination</th>
<th>Score</th>
<th>Out of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination I</td>
<td>______</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Exam II</td>
<td>______</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Exam III</td>
<td>______</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Exam IV</td>
<td>______</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Exam V (make-up)</td>
<td>______</td>
<td>100 pts.</td>
</tr>
</tbody>
</table>

Individual Speech Presentations

<table>
<thead>
<tr>
<th>Speech Type</th>
<th>Score</th>
<th>Out of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Old Bag Speech</td>
<td>______</td>
<td>60 pts.</td>
</tr>
<tr>
<td>Speech of Information</td>
<td>______</td>
<td>120 pts.</td>
</tr>
</tbody>
</table>

Group Project

<table>
<thead>
<tr>
<th>Project Type</th>
<th>Score</th>
<th>Out of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Dimensions</td>
<td>______</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Other assignments or Collaborative Learning Projects/Presentations

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Score</th>
<th>Out of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>______</td>
<td>20 points</td>
</tr>
<tr>
<td>Bonus Points (if applicable)</td>
<td>______</td>
<td></td>
</tr>
</tbody>
</table>

Total Points _________________out of 600 to 700 points
Percent Deductions for Absences/Tardies _________%

Final Grade after Deductions _________/______

Absences _________ The syllabus says, “After 1 absence (or the equivalent of three hours of class time), **30 points** will be deducted from the final, cumulative percentage grade for each absence.”

Tardies _________ The syllabus says, “**Two tardies equal one absence (therefore each tardy is worth a deduction of 15 points when you go over your limit)**…Since I strongly discourage habitual tardies, **after a fourth tardy I will count all succeeding tardies as a full absence**.”

Deductions: _________

<table>
<thead>
<tr>
<th>Dates of my absences</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of my tardies</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 - 540 = A</td>
<td>700 - 630 = A</td>
</tr>
<tr>
<td>539 - 480 = B</td>
<td>629 - 560 = B</td>
</tr>
<tr>
<td>479 - 420 = C</td>
<td>559 - 490 = C</td>
</tr>
<tr>
<td>419 - 360 = D</td>
<td>489 - 420 = D</td>
</tr>
<tr>
<td>359 - 0 = F</td>
<td>419 - 0 = F</td>
</tr>
</tbody>
</table>
The Richland College Statement on Academic Honesty

This statement clarifies academic honesty for the Richland College teaching-learning community. It identifies appropriate student behavior and describes teachers' expectations of students.

We—the Richland College faculty, administration, and staff—are committed to honesty and fairness as we work with our students. We also expect our students to be honest and fair in the work they submit to us. This statement on academic honesty describes
1) what we expect from students.
2) the consequences of their failing to meet those expectations.

Note: As we use the terms "honesty" and "dishonesty," we are referring to actions and behaviors; we are not judging the character of our students.

The Richland College faculty believes only a small minority of students "cheat." However, we believe academically dishonest students cheat the academically honest students. Therefore, we expect students who are aware of cheating to act honorably and report instances of academic dishonesty to the faculty or the appropriate academic dean.

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion.

1. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test.

2. **Plagiarism** is the appropriating, buying, receiving as a gift, obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

3. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test or even be suspended from college. Students who are determined to be involved in such activities shall be penalized as prescribed by college and Board policies outlined in the **Student Code of Conduct**.

**Expectations**

1. **We believe academic honesty is essential, and students should avoid actions that misrepresent academic success.** We believe Richland College students are academically honest, and they want to be fair and honest in the assignments they submit.

These guidelines apply to all testing situations—tests administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.

2. **All forms of cheating on tests are academically dishonest.** Students cheat when they:
   - participate in any activity that falsely represents their ability to answer test questions.
   - copy, with or without permission, from another student's test.
   - use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
   - request answers or assist other students with answers **without authorization**.
   - obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).

3. **Students’ presenting another person's work as their own is unacceptable.** Often, academic work permits and even encourages students to use another person's words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:
   - Summarize, paraphrase, or quote another person **without giving proper credit**.
   - Submit papers written by someone else.
   - Copy verbatim (word for word) from other sources (books, Internet, and other similar materials).

When they have questions about when and how to credit other sources, students must seek clarification from the faculty. **These matters are the student's responsibility.**
4. **Unauthorized collaboration on assignments or tests is unacceptable.** Richland College supports authorized collaborative, cooperative learning. Therefore, we encourage study groups when students are preparing for tests, but students cheat when they:
   - Provide other students with answers on homework assignments.
   - Present work completed by someone else.

If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. **These matters are the student’s responsibility.**

**Consequences**

1. **Faculty determines the appropriate consequences for students who fail to be academically honest.**

   Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.

2. **As consequences for academic dishonesty, faculty may:**
   - assign a performance grade of "F" for the course,
   - assign a performance grade of "F" for the assignment or test,
   - lower the student’s performance grade for the course,
   - document the incident in the student's Richland College file,
   - assign additional work,
   - take other appropriate disciplinary actions.

Repeated violations may result in the student's expulsion or suspension from the college. Students must understand that academic dishonesty carries serious consequences. However, if they believe they have received unfair treatment, students can file a grievance as described in the "Student Code of Conduct" in the Richland College Catalog.
Richland College SUPPORT SERVICES

There are many services Richland offers that are available to Richland students. Here are some of the most important ones:

- **Academic Advising** T – 180  
  Get help with your degree plan
- **Business Office** T140A  
  214-890-3874
- **Career Information/Placement** E093  
  972.238-6921
  Need a job? Check out our free placement service. Free career assessments, resume help, scholarship listings, off-campus job postings
- **College Police (Also Lost and Found)** P160  
  Emergency: 972-860-4290 Nonemergency: 972.238-6174
- **Computer Lab** D229  
  972.238-6317
  Need to write a paper or print something you wrote at home? You may also use the computers in the computer labs B217/B218, D257, M216 and S261 with your Student ID card.
- **Disability Services** T120  
  972.238-6180
  Need some special assistance to be successful in school?
- **Emeritus Program** T160  
  972.238-6972
  Want to know about all the services available to emeritus students?
- **English Corner** B228  
  972.761-6170
  Academic coaching by English instructors for students in English 1301/1302 courses
- **ESOL Lab** WH 261  
  972.238-6901
  Having problems with English?
- **Financial Aid** T130  
  972.238-6188
  Worried about money so you can stay in school. Check out financial aid. Much is available that is turned back to the state every year because qualified students don’t apply for it.
- **Fitness Center** G102  
  972.238-3735
  Work out in a state of the art fitness center for a minimal charge per semester. Great for your mind and emotions as well as your body.
- **Health Center** T110  
  972.238-6135
  Not feeling well or want to talk to a nurse about a health issue?
- **Internet Services** L102 or B217-218
- **Inclement Weather Hotline**  
  Wondering if we are going to have school because of bad weather?
- **Labyrinth** (East Side of Campus behind Fannin Hall)  
  Stressed out and want some quiet time to calm down? Walk our outdoor labyrinth.
- **Lakeside Resource Center/Crisis Counseling** E082  
  972.238-3777
  Stressed out or having a real problem? See a counselor free of charge.
- **The Learning Center** M216  
  972-238-6226
  Free Tutoring in most subject areas. Also has free workshops for study skill, time management, etc.
- **Library** (LRC) L102  
  972.238-6081
  Need to do some research? Books, CDs, magazines. A great place to study. If you want to reserve a study room upstairs to work with a collaboration group, just call ahead. Internet Services L102 or B217
- **Male Achievement Program** E082  
  972-238-6292
- **Meditation Garden** (West side of campus behind Human Resources)  
  Go outside and study or just sit in our beautiful Japanese garden outside of Washita.
- **Multicultural Center** T150  
  972.238-6291
- **Office of Student Life** (OSL) E040  
  972.238-6130
  Interested in joining a club or starting one?
- **Richland Chronicle (Student Newspaper)** E020  
  972.238-6067
  Want to go hear a speaker but can’t remember the time and place of the event?
- **Richland Collegiate High School**  
  972-761-6888
- **Student Records** T170  
  972.238-6948
  Need to get a transcript? Change a mailing or e-mail address?
- **Test Center** M105  
  972.238-6160
  Need to take a make-up exam or take an assessment?
- **Tannsfer Center** E085  
  972-238-67607
- **Veteran’s Affairs** E082  
  972-238-3778
  Have you served in the military? Information on benefits, financial aid, transferring is available
- **Working Wonders** E086  
  972-238-6259
  Are you a single parent or pregnant woman enrolled in a technical/occupation degree or certificate program?
Practice Email

Email is one of the most commonly used forms of communication between students and professors. As a student, you need to know that your email presents an image of WHO YOU ARE to your professor. That image can be positive or negative—you don’t want it to be negative!

1. Start with including something relevant in the subject line. This lets your professor know the significance of the email right away.
2. Begin composing with a greeting—typically Dear/Hello followed by Ms./Mr./Dr./Professor (Name) followed by a comma.
3. Use an appropriate closing statement “Thank you for your time” or “Have a great day” and end the email with YOUR name—your FULL name. Also, include the day/time or SECTION number of your class.
4. Use proper grammar, capitalization, punctuation, and spell check. Does this example look like someone who is an intelligent, college-enrolled, degree seeking individual? “can u plz wrtte me a rcommadation 4 a schlarship im tryin to get? I wold appreciate it. thanx.”

ALWAYS capitalize the pronoun “I” as well as the beginning letter of every sentence. Always spell out the words “to,” “for,” “you,” “please,” and “thank you.” Use apostrophes if you use a contraction like “I’m” or “ didn’t.” And spell check—it’s easy to do, but make sure to proofread afterwards to make sure it didn’t change the word to something else. Lastly, avoid abbreviations and ALWAYS think about the impression you are giving the reader. You are writing your professor, not a friend on Facebook.

5. Finally, consider the tone of your email. Tone is hard to capture in an email, but you want to come off as a friendly, but dedicated student. One way to do this is avoid blaming language like “Your instructions are confusing” in favor of “I am having trouble understanding what you would like done for the beginning of this assignment.” Being polite is almost always going to be better received and responded to faster!

SPCH 1311 and SPCH 1315 Student Learning Outcomes (SLOs) and Core Curriculum Objectives

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.

SPCH 1311 Student Learning Outcomes (SLOs):
Upon completion of SPCH 1311, the student will be able to

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. Recognize how to communicate within diverse environments.
5. Develop, research, organize, and deliver formal public speeches.