

**“Greatness begins with a choice and ends with action.”**

**Eastfield College**  
**Arts and Communications Division**  
Spring 2019

**Class Information**

**Instructor:** Brittany Holloman

**Office:** Eastfield Campus, C236

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**Office Hours:** Tuesday and Thursday after class or by e-mail

**Course Information**

**Course number:** Speech 1311 Section number: 43967

**Credit:** 3 hours

**Class meeting time/location:** T-Th/ 10:39 am -12:09 pm

This course syllabus is intended as a set of guidelines for (Course Speech 1311). Both Eastfield College and I 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.

This is a Texas Common Course Number. This is a DCCCD Core Curriculum Course. Prerequisite: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards AND DCCCD Writing score prerequisite requirement.

**Course Description:** Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others, and prepare and deliver formal public speeches. **(3 Lecture) Coordinating Board Academic Approval Number 2313045112**

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

**Course Information:**

Text: HUMAN COMMUNICATION, 13<sup>th</sup> edition, ISBN 0205980708 or ISBN 9780205980703, by Joseph A. DeVito

**Means of Assessment Course Learning Outcomes:** Exams, Oral Presentations, Group Work, Written Submissions, Class Participation, & Communication Activities.

Final Grade Reports are no longer mailed. Convenient access is available online at [www.econnect.dcccd.edu](http://www.econnect.dcccd.edu). Use your 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 your **Student Advising Report**, which is available in the Admissions Office.

### **Eastfield College Email Policy**

Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: <http://www.dcccd.edu/netmail/home.html>

**Attendance Policy:** Attendance is mandatory for the class and will affect your overall grade if you do not complete assignments or participate in classroom discussions.

**In-Class Participation:** Communication skills cannot be learned without practice. Therefore, you will want to be in class for maximum learning.

**Eastfield College Speech Department:** Core Curriculum Statements and Student Learning Outcomes (SLOs)

Speech 1311 (or Speech 1315 or Speech 1321) is included in the DCCCD Core Curriculum. All degree-seeking students are advised to complete this core course within the first 36 semester hours since speech stresses the needed skills for many other courses. Students must earn a “C” or better for credit in all core courses.

### **Core Curriculum Tier I Statement**

Speech 1311 (Speech 1315 or Speech 1321) is a Tier I course in the Speaking and Listening learning category. “Knowledge and skills that are important to your success in other college courses will be introduced and reinforced in Tier I. The Speaking and Listening category develop your ability to communicate effectively individually, in pairs and in groups. Instructors will place an emphasis on listening, critical and reflective thinking and responding.”

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### **ACADEMIC HONESTY & PLAGIARISM—Speech Departmental Policy**

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 at*  
<http://www1.dcccd.edu/cat0506/ss/code.cfm>

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. *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 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. *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, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author's sentences or words without quotation marks. For such an offense, a student will receive a **zero** on the assignment and could even receive an **F** for the course. You cannot mix the author's words with your own or "plug" your synonyms into the author's sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author's words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student's "Responsibility" as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website (<https://www1.dcccd.edu/cat0608/ss/code.cfm>).

**Consequences for Academic Dishonesty and/or Plagiarism:** Any student in this Speech class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document) will receive **one** or more of the following penalties:

- o The grade of **zero (0)** on that particular assignment.
- o A course grade of **F** (depending on the severity of the student's dishonesty or plagiarism).
- o The professor may request that the student drop the class.

## **INSTITUTIONAL POLICIES**

### **DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE**

If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar's Office (C119) **in person** or **by mail** by **INSERT THE SEMESTER'S DROP DATE HERE**. You may also withdraw through eConnect. Failure

to withdraw before the deadline will result in receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. A “W” shows up on your transcript BUT does not hurt your GPA.

**\*\*\*STOP BEFORE YOU DROP: THE 6 DROPS RULE\*\*\***

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 six 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 six 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>.

**DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE**

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at:  
<http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/>.

**FINANCIAL AID STATEMENT**

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C237). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

**TEXAS SUCCESS INITIATIVE (TSI)**

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at [https://www1.dcccd.edu/cat0506/admiss/tsi\\_requirements.cfm](https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm).

**ADA STATEMENT—STUDENTS WITH LEARNING, MENTAL, OR PHYSICAL DISABILITIES**

Students requesting accommodations due to the presence of a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation through the

Disability Services Office (DSO). For information regarding the rights and responsibilities of students with disabilities, contact (DSO) at (972) 860-8348 voice/TDD.

### **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.

### **ACADEMIC HONESTY POLICY/CODE OF CONDUCT**

Academic honesty is expected, and integrity is valued in the Dallas County Community College District. 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. More information is available at <https://www1.dccd.edu/cat0406/ss/code.cfm>. In this course, violators of the Academic Honesty Policy will receive an “F” for the work done under academic dishonesty **and cannot be made up**.

### **PRINTING ON CAMPUS**

Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC) will cost 10 cents a page. You must bring a one, five, ten, or twenty-dollar bill to the lab to create a print account **before** you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).

### **RELIGIOUS HOLIDAYS/OBSERVANCES**

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog section on *Student Responsibilities*.

### **STUDENT E-MAIL:**

**Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts.** If you wish to send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to <https://www1.dccd.edu/netmail/activate.cfm> All students receiving financial aid must open a student NetMail account. You can check your NetMail by going to <http://www.dccd.edu/netmail/home.html>

### **INCLEMENT WEATHER STATEMENT**

In the event there is inclement weather that affects regular scheduled classes and events on the



you understand more fully some of the aspects of your self-concept. **Total Points=100.**

**Persuasive Speech** (*5 minutes*): This is a subjective speech based on objective research in which you will either convince your audience to believe something or charge them to take a specific action. Total Points=100.

**Business Adventure Speech:** (*5 minutes*): Your goal is to influence a room of investors to support a business idea/organization/non-profit that you create. This will give each of you the opportunity to be a spokesperson for the company you choose to represent. **Total**

**Late work is not accepted.** Extreme circumstances will be evaluated on a case-by-case scenario with provided documentation. Otherwise, all assignments are due in the professor's hands by the end of class on the designated assignment due date. Assignments may be turned in early to B342 if you will absent, but work is not accepted late after an absence. Work is not accepted via email.

There will be opportunities for extra credit throughout the semester.

**Note to Student:** Remember, I do not give you a grade; you earn a grade based upon your performance and participation. You are responsible for your own success! Please feel free to discuss with me any concerns you have during the semester. Communication is key; do not hesitate to email me or ask questions at any time.

All due dates are listed here. Each due date is confirmed unless otherwise specified in class by your instructor. You may use this as a guideline for specific assignment deadlines. It is the responsibility of the student to know when assignments are due, as they have been provided in this syllabus upon the first day of class. Any changes will be announced in class and posted on Black Board.

## **CLASS CALENDAR**

### **WEEK 1: January 21**

Tuesday: Class Introductions

Thursday: Partner speeches

### **WEEK 2: January 28**

Tuesday: Lecture 1-2 Assign Intro speeches

Thursday: Class time to work on intro speeches

**WEEK 3: February 4**

Tuesday: Class time to work on intro speeches

Thursday: Speeches are due

**Week 4: February 11**

Tuesday: Chapters 3-4 (Culture) Social Distance Activity

Thursday: Cont. Social Distance Activity

**WEEK 5: February 18**

Tuesday: Present Social Distance

Thursday: Chapters 5, 6 (Verbal/Non-Verbal Comm)

**WEEK 6: February 25**

Tuesday: Group activity – Truth or Lie

Thursday: Chapter 10/ (Interviewing/Career)

**WEEK 7: March 4**

Tuesday: Chapter 12-14

Thursday: Assign Info/Demonstration

**WEEK 8: March 11 >> Spring Break**

**WEEK 9: March 18**

Tuesday: Class time to work on speeches

Thursday: Class time to work on speeches

**WEEK 10: March 25**

Tuesday: Info/Demo Speeches Due

Thursday: Chapter 11 (Working in Teams)

**WEEK 11: April 1**

Tuesday: Chapter 19, Assign Business Adventure speech

Thursday: Class time to work on speeches

**WEEK 11: April 8**

Tuesday: Class time to work on speeches

Thursday: Business Adventure Speeches Due

**WEEK 12: April 15**

Tuesday: Cont. Present

Thursday: Agenda Setting Theory (Lecture)

**WEEK 13: April 22**

Tuesday: Agenda Setting Theory (Activity)

Thursday: Agenda Setting Theory (Present)

**WEEK 14: April 29**

Tuesday: Crisis Communication (Lecture)

Thursday: Crisis Communication (Activity)

**WEEK 15: May 6**

Tuesday: Crisis Communication (Activity)

**WEEK 16: May 13 >> Finals Week**

*Introductory Speech (2:00 minutes):*

You will present to the class a speech of self-disclosure via narrative using a single story that describes who you are or represent an aspect of your personality. This assignment is designed to help you understand the aspects of your self-concept. You must include at least one visual aid.

***Introduction Speech Evaluation***

**Ratings:** 1-3 (Missing), 3-4 (Poor), 4-6(Fair), 7-9 (Good), 10 (Excellent)

Introduction:

Organization:

Creativity:

Space Filler:

Body Movement:

Volume:

Inflections:

Confidence:

Eye Contact:

Conclusion:

### ***Informative/Demonstration Speech (5:00 minutes):***

There are two basic types of informative speeches *informational* (which promotes understanding and focuses on content and ideas) and *demonstration* (which promotes a skill and focuses on how to make or do something)—you may select either type. Your speech should accomplish the following:

- Increase awareness of the latest information about a topic or body of related facts.
  - Deepen your listeners' knowledge of a complicated term, concept, and process.
  - Aid in your listeners' mastery of a skill.
- 
1. The topic should be informative and challenging to your audience.
  2. A minimum of three (3) sources are required for this speech—list a complete bibliography at the end of your outline.
  3. A minimum of three visuals of professional quality are required.
  4. Your speech should be carefully organized.
  5. Your speech will be graded on the Informative/Demonstration Evaluation Form.
  6. Delivery is to be extemporaneous—practice but do not try to memorize speech.

## Informative/Demonstration Speech Evaluation

Ratings: 1 (Missing), 2 (Poor), 3 (Fair), 4 (Good), 5 (Excellent)

### INTRODUCTION:

1. Begin with attention getter?
2. Motivate audience to listen?
3. Establish qualifications/credibility?
4. Make purpose clear?
5. Preview main points?

### Were MAIN IDEAS:

6. Easy to identify and follow?
7. Arranged in effective pattern?
8. Characterized by smooth transitions?

### Was SUPPORTING MATERIAL:

9. Well documented during speech?
10. Adequate in verbal supports? [Use +, ✓, x]  
 *Statistics?*       *Explanation/Definitions?*  
 *Comparisons?*     *Short Instances (Examples)?*  
 *Expert opinion?*     *Detailed Instances (Illustrations)?*  
 *Fables, rhymes, sayings, poems, demonstrations?*
11. Adequate in visual supports? [Use +, ✓, x]  
 *Interesting?*       *Professional?*  
 *Easy to see?*       *Handled well?*

### Did CONCLUSION:

12. Summarize topic & main ideas?
13. Close in a memorable way and use effective Q & A

### Was DELIVERY characterized by:

14. Natural, conversational quality?
15. Direct eye contact?
16. Minimal (or no) use of notes?
17. Freedom from distracting mannerisms? [Check]  
 *"Uh"/ "Um"/ "And Uh"/ "You know"/ "Well"/ "OK"?*  
 *Plays with pencil, clothes, hair, or pointer?*  
 *Nervous laugh or cough?*  
 *Slouches, taps feet, paces, or sways?*  
 *Other?*
18. Effective volume, pitch, rate, & emphasis?

### Was PRESENTATION AS WHOLE:

19. Suited to assignment & time limit?
20. How impactful was this speech?

***Business Adventure Speech (5:00 minutes):***

Your goal is to influence a room of investor to support a business idea/organization/non-profit that you create. You will basically be a spokesperson for the company you choose to represent.

Requirements of Assignment:

- Select a company/organization/service that your classmates would not think of.
- Explain company history.
- What has your company already accomplished.
- What are your services?
- How will your services benefit us?
- Share information that will help your company stand out.
- At least three (3) sources.
- Visual aids are required to help share their story
- Be creative!
- Have fun!

## Business Speech Evaluation

**Ratings:** 1(Missing), 2 (Poor), 3 (Fair), 4 (Good), 5 (Excellent)

### Did **INTRODUCTION**:

1. Begin with attention getter?
2. Motivate audience to listen?
3. Establish credibility?
4. Make thesis (purpose & main points) clear?

### Were **MAIN IDEAS**:

5. Easy to identify and follow?
6. Arranged in effective persuasive pattern?
7. Connected by good transitions?

### Was **SUPPORTING MATERIAL**:

8. Well documented during speech?
9. Adequate in verbal supports? [Use +, ✓, x]  
\_\_\_ *Statistics?*      \_\_\_ *Explanation/Definitions?*  
\_\_\_ *Comparisons?*    \_\_\_ *Short Instances (Examples)?*  
\_\_\_ *Expert opinion?*    \_\_\_ *Detailed Instances (Illustrations)?*  
\_\_\_ *Fables, rhymes, sayings, poems, demonstrations?*    \_\_\_ *Other:*

### Did **SPEAKER PERSUASIVELY**:

10. Use evidence & logic (logos)?
11. Establish credibility (ethos)?
12. Relate to psychological needs of listeners (pathos)?

### Did **CONCLUSION**:

13. Summarize main arguments?
14. Visualize future & ask for audience acceptance?
15. Close in a memorable way?

### Was **DELIVERY** characterized by:

16. Dynamic, yet conversational quality?
17. Confidence (in posture, gestures, & eye contact)?
18. Freedom from distracting mannerisms? [Check]  
\_\_\_ *"Uh"/ "Um"/ "And Uh"/ "You know"/ "Well"/ "OK"?*  
\_\_\_ *Plays with pencil, clothes, hair, or pointer?*  
\_\_\_ *Nervous laugh or cough?*  
\_\_\_ *Slouches, taps feet, paces, or sways?*  
\_\_\_ *Other?*
19. Effective vocal delivery (volume/pitch/rate/emphasis)?
20. How impactful was the speech?

\*\* 10 points will automatically be deducted from your speech if you do not have your outline submitted the day of your speech. Your outline MUST follow this template exactly (i.e. spacing, formatting, etc.) Sources must be cited in APA formatting on the last page of your outline. If your outline does not meet the submission requirements, you will not receive credit for your submission.

## **Basic Speech Outline**

### **A -- Introduction**

1 -- The introduction should grab the audience's attention, explain what the presentation is about and provide direction.

- A – State your topic
- B – State your thesis
- C – Preview your main points

### **B -- Body** (Provides the audience with salient information regarding your topic)

I -- State your first main point.

- 1 -- Provide a statement to support this point
- 2 -- Provide illustrations, examples, anecdotes, statistics etc., that further clarify and support your point

II -- State your second main point

- 1 -- Provide a statement to support this point
- 2 -- Provide illustrations, examples, anecdotes, statistics etc. that further clarify and support your point

III -- State your third main point

- 1 -- Provide a statement to support this point
- 2 -- Provide illustrations, examples, anecdotes, statistics etc. clarify and support your point

### **C -- Conclusion** (Reiterate the purpose for and points supporting your speech)

- A-- Review or summarize your main points and/or provide a memorable statement or quote that summarizes your presentation.

