



SPCH 1311: Introduction to Speech Communication Course Syllabus

Fall 2018 Introduction to Speech Communication

Course length (weeks)	CRN	Meeting days	Meeting time
16	15267	M We	12:30 PM – 1:50 PM
Course semester credit hours (SCH)	Total contact hours	Course number	Instructional modality
3	48	1311	Face-to-Face

Instructor

Antonio Nicolás Rubino Ed.D.
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Course Description

Introduction to Speech Communication deals with the fundamental types of communication. In this course, you will explore four forms of communication, intrapersonal, interpersonal, group, and public communication, all these forms of communication include common factors and elements such as sender, receiver, message and feedback, context, and goals. The first two forms of communication, intrapersonal and interpersonal, include exercises, and group discussions that will allow you to understand your personal characteristics and the way these characteristics affect your communication. In addition, this part of the course will explore the relational and informational aspects of the communication. The third form of communication, group communication, explores the best practices you should use to communicate effectively in small groups. Here, you will also study group leadership's factors associated with small groups. You will learn how these factors affect group communication, problem solving, and decision-making. Additionally, this part of the course includes techniques to generate and explore ideas in groups. The last form of communication, public communication, will help you to understand the principles, elements, and importance of public speaking in social and working contexts. You will explore three types of public speeches - informative, persuasive, and special occasion, and will learn when is appropriate to use each of them. The course will emphasize the need to develop communication goals to be an effective speaker. You will learn to inform about a topic, to convince others of an idea, to demonstrate how to perform a process, to commemorate a special event, and to relate better with others. In addition, you will understand why the lack of a precise goal in mind when communicating leads to unsuccessful communication. Additionally, the course emphasizes the importance of communication to close the gap of the understanding of the message between senders and receivers.

Learning about communication will help you to speak with confidence, in a professional manner in diverse situations, to relate better to people, to understand better others' ideas, and to increase self-confidence. Lastly, but not less important, Introduction to Speech Communication will help you to be more successful in your relationships.

Course competency

Communicate effectively with another person, in small groups, and in public.

Student learning outcome

1. Apply the principles of human communication.
2. Develop effective relationships using interpersonal communication skills.
3. Work effectively in small groups and working teams.
4. Design and deliver public speeches.

Specific learning objectives

- Define the communication process.
- Describe the elements involved in the communication process.
- Describe the models of communication.
- Listen and provide feedback effectively.
- Define intrapersonal, interpersonal, group, and public communication.
- Differentiate the types of communication.
- Describe the variables and factors affecting different forms of communication
- Know the subprocesses involved in the communication process.
- Understand how personal characteristics affect the communication process
- Differentiate the types of groups
- Describe group members' roles
- Apply techniques to generate ideas and solve problems in small groups
- Describe the formats of discussion in small groups
- Apply the procedure to solve problems in small groups
- Characterize group-thinking and the ways to avoid it
- Describe the characteristics of effective work teams
- Summarize the communication skills of effective team members
- Describe the types of leadership and their relation to effective group communication
- List leader's responsibilities in work teams
- Differentiate the types of public speeches.
- Plan public speeches.
- Apply chronological, temporal, spatial and logic schemes in the design of speeches.

Course syllabus

Week	Contents	Activities	Next class assignment
1	<ul style="list-style-type: none"> • Introductions • Definition of Communication • Communication models 	<ul style="list-style-type: none"> • Exercise 1: Introduction. Working in dyads, introduce yourself. • Exercise 2: write your own concept of communication. Go to your group and write a group communication concept. A group speaker presents the group concept. Class discusses the definitions of communication and develops a class communication concept. 	<ul style="list-style-type: none"> • Read chapters 1 through 4.

Week	Contents	Activities	Next class assignment
2	<ul style="list-style-type: none"> Types of communication: intrapersonal, interpersonal (group, public, mass communication) Communication objectives Communication process Communication channels 	<ul style="list-style-type: none"> Presentation: types and models of communication. 	<ul style="list-style-type: none"> Read chapters 5 and 6 Read chapters 13 and 14.
3	<ul style="list-style-type: none"> Listening Feedback Non-verbal clues and messages Semantic and serial distortion 	<ul style="list-style-type: none"> Exercise 3: The Good Listener. Exercise 4: Effective Feedback. Exercise 5: "My favorite pet". 	<ul style="list-style-type: none"> Lessons learned about interpersonal communication: turn in hard copy by next class.
4	<ul style="list-style-type: none"> Personal characteristics and communication 	<ul style="list-style-type: none"> Exercise 6: Interpersonal Relations. 	<ul style="list-style-type: none"> Read chapters 15 and 16.
5	<ul style="list-style-type: none"> Behavioral preferences and communication 	<ul style="list-style-type: none"> Exercise 7: Behavioral Preferences. Discussion: how do personal characteristics influence our communication style? 	<ul style="list-style-type: none"> Midterm Exam: multiple-choice exam covering the contents of weeks 1 through 5. The midterm will be administered next class
6	<ul style="list-style-type: none"> Perception Small group communication 	<ul style="list-style-type: none"> Midterm. Watch the video about perception Exercise 8: FAI. Exercise 9: Preferred Communication Channel. 	<ul style="list-style-type: none"> Read chapters 7 through 12.
7	<ul style="list-style-type: none"> Effective team characteristics Group member roles 	<ul style="list-style-type: none"> Exercise 10: think about a situation where you worked in a team that achieved good results. Write the behaviors. Exercise 11: group roles. 	
8	<ul style="list-style-type: none"> Group idea generation discussions techniques Group problem solving techniques 	<ul style="list-style-type: none"> Exercise 12: brainstorming Exercise 13: GNT Exercise 14: group solving procedure. Select one of the school's problems we listed in the brainstorming exercise and apply the problem solving procedure 	

Week	Contents	Activities	Next class assignment
9	<ul style="list-style-type: none"> • Approaches to leadership • Leadership in groups 	<ul style="list-style-type: none"> • Exercise 15: Big 5. • Exercise 16: write 3 or 4 personality characteristics about a person you consider a good leader. Go to your group and develop a leader's characteristics list that includes all members' characteristics. Present your group list to the rest of the class. • Exercise 17: list the characteristics of democratic and autocratic leaders. Discuss how you feel with each type in relation to: personal satisfaction, desire to communicate, desire to work with the leader, and desire to be part of the leader's group, feelings and emotions. 	<ul style="list-style-type: none"> • Lessons learned about group communication and leadership: turn in hard copy by next class.
10	<ul style="list-style-type: none"> • Approaches to leadership • Leadership in groups 	<ul style="list-style-type: none"> • Exercise 18: Leadership Orientation • Presentation: Transformational and Transpersonal leadership 	
11	<ul style="list-style-type: none"> • Definition of public speaking • Speech preparation • Types of public speeches • Relationship between types of speeches and the communication objective • Types of speeches: informative, persuasive, special occasion 	<ul style="list-style-type: none"> • Watch video: how to plan public speeches • Presentation: public speech, types, and speech planning stages. • Watch video: informative speech. Discuss its characteristics • Watch video: persuasive speech. Discuss its characteristics • 	

Week	Contents	Activities	Next class assignment
12	<ul style="list-style-type: none"> • Speech outline: topic, objective, thesis, main points, sub points, and conclusion • Speech planning using temporal, spatial and logical schemes • Pathos, ethos and logos 	<ul style="list-style-type: none"> • Exercise 19: public speech topic, objectives, and thesis checklist. • Exercise 20: public speech body checklist. • Exercise 21: public speech introduction, and conclusion checklist. • Complete public speech planning evaluation checklist 	<ul style="list-style-type: none"> • Reflections about Communication: write five reflections about five quotes presented in class. • Speech delivery and outline. The outlined should be turned in before delivering the speech.
13	<ul style="list-style-type: none"> • Speech presentation 	<ul style="list-style-type: none"> • Exercise 22: present your speech to the class. Use Public Speech Evaluation Checklist. Be prepared to receive verbal and written feedback from classmates. 	
14	<ul style="list-style-type: none"> • Speech presentation 	<ul style="list-style-type: none"> • Exercise 22: present your speech to the class. Use Public Speech Evaluation Checklist. Be prepared to receive verbal and written feedback from classmates. 	<ul style="list-style-type: none"> • Lessons learned about public communication: turn in hard copy by next class
15	<ul style="list-style-type: none"> • Speech presentation: what we have learned up to today 	<ul style="list-style-type: none"> • Exercise 24: present your speech to the class. 	<ul style="list-style-type: none"> • Final Exam: multiple-choice exam covering the contents of weeks 1 through 15. The final exam will be administered next class
16	<ul style="list-style-type: none"> • Class evaluation 	<ul style="list-style-type: none"> • Final exam 	

Assessment and Grading

Assignments	Percentage	Elements to evaluate
Speech	10	Outline and delivery(outline 5 points, delivery 15 points) Outline should be typed, Arial 11. Turn in hard copy in class before your presentation. Follow speech outline template.
Speech: what have we learned?	5	Delivery(outline 5 points)
Midterm	20	First and second weeks class objectives
Final exam	20	All weeks class objectives
Lessons Learned What we have learned up to today about interpersonal communication	5	You should write 2 important and significant lessons you learned during the semester
Lessons Learned What we have learned up to today about group communication	5	You should write 2 important and significant lessons you learned during the semester
Lessons Learned What we have learned up to today about public communication	5	You should write 2 important and significant lessons you learned during the semester
Reflections about Communication.	10	Five reflections about five quotes presented in class
Journal	10	Journal of each week learning.
Class attendance	5	Attendance
Participation and social behavior	5	Active class participation and etiquette behavior
Total	100	1 speech, 2 exams, 3 lessons learned, 1 reflection about communication

Assignments

Assignments will enhance your learning. They are designed to help you to develop critical thinking about the contents and to help you to determine what you have learned. Assignments are intended to give you the opportunity to express your ideas about the content. Students will be required to complete successfully the following assignments:

- Midterm Exam: multiple-choice exam covering weeks 1 and 6 contents. The midterm will be administered the seventh week.
- Final Exam: multiple-choice exam covering weeks 1 through 15 contents. The final exam will be administered the last week.
- Lessons learned about interpersonal communication: turn in hard copy by Monday of the fourth week.
- Lessons learned about group communication: turn in hard copy by Monday of the tenth week.
- Lessons learned about public communication: turn in hard copy by Friday of the fifteenth week.
- Speech: each student will deliver two speeches, which should include their outlines. The outlines should be turned in before starting the speech delivery. Speeches should be presented during the thirteenth and fifteenth weeks of the semester.
- Reflections about Communication: five reflections about five quotes presented in class. Turn in by the twelfth week.

Class assignments must be typed, and properly identified. Use the first two lines of the first page to identify

your assignment. Include your name, due date, and submission date. Use Arial 11, double space between lines. Each lesson and each reflection should be a half page long. Turn in a printed hard copy.

Students must complete all assignments given and present each during the specific time period requested. Any work submitted after the due date will be given a 2 points grade reduction per day.

Grading

A = 93% +	B + = 87-89%	C + = 77-79%	D = 60-69%	F = below 60%
A - = 90-92%	B = 83-86%	C = 73-76%		
	B - = 80-82%	C - = 70-72%		
4 points	3 points	2 points	1 point	0 points

Instructional methods

This course requires students' active participation and class involvement. Most of the content will be developed through exercises, group discussions, and individual presentations so it is important that you come to class ready to talk about your communication experiences. Additionally, you will take some content assessment instruments through the course, for this reason, it is very important that you review the theoretical aspects related to the course.

Attendance

Speech 1311 is a practice class. Class and absences cannot be 'made up'. Students should be present for each class session. If you are absent for more than 6 hours of instruction, you may fail the class.

Absentee students are responsible for the assignments. Assignments are due on the dates established in the syllabus.

Attendance will be taken at the beginning of each class. A student entering the class after attendance has been taken will be considered tardy. If you arrive 15 min. late your attendance will be a half of the grade assigned. If you leave the class for more than 10 min. and less than 15 min. after it has been initiated your grade attendance will be a half of the grade assigned. Students are considered absent if not in class for more than 15 minutes of any class period; this will include time at the beginning, during, or close to the end of the class.

Participation

You must be present to understand the material. You cannot interact with the class if you are not IN the class. You receive no credit for class participation if you are not in the class and do not intervene in class discussions.

Social behavior

Please turn off the cell phone. Texting is not allowed in class. Please leave the classroom orderly. Avoid leaving trash behind. Your classmates and I expect appropriate verbal and nonverbal language in the classroom.

Class textbook

Seiler, W., Beall, M. (2014). Communication: Making Connections (9th edition). Boston: Pearson.

Important Issues

Academic Dishonesty:

Violations of academic honesty and integrity include plagiarism, collusion, deception, conflict of interest and theft. Disciplinary actions are outlined in the Student Handbook.

Use of Cameras or Recording Devices:

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction or testing occurs. The duplication and reproduction of any class material without the consent of the instructor is prohibited.

Evaluation for Greater Learning Student Survey System:

Close to the end of the term, you will have the opportunity to answer a short online survey related to the course. This survey is anonymous. The results of the survey will be made available to your instructor and department chair for instructional improvement purposes. For more information, go to <http://central.hccs.edu/students/egls3/>

HCC Policy Statements

Access Student Services Policies on the Web site: <http://central.hccs.edu/students/student-handbook/>

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
 Director EEO/Compliance
 Office of Institutional Equity & Diversity
 3100 Main
 (713) 718-8271
 Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so."

Tutoring Statement

The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC. Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment. Our emphasis is on maximizing academic potential while promoting student success and retention. We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.

Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: www.hccs.edu/findatutor for times and locations. For more information about tutoring at HCC, please go to www.hccs.edu/district/students/tutoring