



**Division of English and Communication  
Speech Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/speech/>

---

**SPCH 1311: Introduction to Speech Communication | Lecture |  
#13273**

Summer 2019 | 5 Weeks (06.03.2019-07.07.2019)

Face to Face

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor: Antonio Rubino, Ed.D.

HCC Email: antonio.rubino@hccs.edu

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and to discuss course topics.

**Instructor's Preferred Method of Contact**

Please contact me in class; I will respond your questions immediately. If you contact me by email, I will reply them by the next weekend.

**What's Exciting About This Course**

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.

## **My Personal Welcome**

Welcome to Introduction to Speech Communication – It is great that you have chosen this class because you Learn about communication which 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.

## **Prerequisites and/or Co-Requisites**

SPCH 1311 requires college-level reading and writing skills, or enroll in ENGL 0310/0349 as a co-requisite. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## **Instructional Materials**

### **Textbook Information**

The textbook listed below is required for this course. Seiler, W., Beall, M. (2014). Communication: Making Connections (9th edition). Boston: Pearson.

## **Other Instructional Resources**

### **Exercise Package**

You will receive an exercise package that will include activities to complete in the classroom. Your answer will be the basis to write your journal of activities, which should be submitted before the end of the semester.

### **Tutoring**

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

### **Libraries**

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

## Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## Course Overview

SPCH 1311 explores the intrapersonal, interpersonal, group, and public communication. In these types of communication are analyzed communication's components such as sender, receiver, message and feedback, context, and goals. In intrapersonal and interpersonal communication, you will understand your personal characteristics and the way these characteristics affect your communication. The third form of communication, group communication, explores the best practices you should use to communicate effectively in small groups. You will also study group leadership's factors associated with small groups and will learn how these factors affect group communication, problem solving, and decision-making. The last form of communication, public communication, will help you to use and understand the importance of public speaking in social and working contexts. You will explore three types of different types of public speeches, and will learn when is appropriate to use each of them. In synthesis, the course emphasizes the importance and appropriate use of communication to close the gap of the understanding of the message between senders and receivers.

## Core Curriculum Objectives (CCOs)

The HCCS Speech Discipline Committee has specified that the course address the following core objectives:

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

## Program Student Learning Outcomes (PSLOs)

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.

## Course Student Learning Outcomes (CSLOs)

Upon completion of SPCH 1311, the student will be able to:

1. Demonstrate understanding of the factors and variables affecting the process of communication.

2. Demonstrate an understanding of the foundational models of communication.
3. Understand the differences among intrapersonal, interpersonal, group, and public communication.
4. Demonstrate Understanding of the relationship between personal characteristics and communication.
5. Listening and proving feedback in interpersonal and group communication situations.
6. Understand the principles of group communication.
7. Apply techniques and procedures to generate ideas and solve problems in small groups.
8. Research, develop, and deliver speeches using appropriate verbal and non-verbal communication.

## 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 sub processes involved in the communication process.
- Know your personality characteristics.
- Differentiate the types of groups.
- Describe group members' roles.
- Describe procedures to generate ideas and solve problems in small groups.
- Describe the formats of discussion 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 and deliver public speeches.
- Apply chronological, temporal, spatial and logic schemes in the design of speeches.

## Student Success

Expect to spend at least 18 hours per week completing assignments; the 48 hours of instruction are being condensed into five weeks. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading and studying the material using the course objectives as your guide.

## Instructor and Student Responsibilities

### As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

### As a student, it is your responsibility to:

- Attend class in person
- Participate actively by reviewing course material, and interacting with classmates
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

## Assignments, Exams, and Activities

This class is assessed and graded using a 100 points cumulative evaluation method. This means that you will accumulate points for each assignment or exercise that you completed. For this reason, you will not get letter grades or percentages in the assignments and exercises. In each assignment or exercise you will get the points that you earned depending of the content and the punctuality to submit it. The points accumulated will be added at the end of the semester. The total will be used to give you a letter and a percentage grade. If you want to transform the points of an assignment into a percentage grade, multiply the points obtained in the assignment by 100 and divide the result by the maximum of points you can get in the assignment or exercise.

Assignments will enhance your learning. They will help you to develop critical thinking about the content 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:

### **Speeches**

There will be two graded speeches for the semester, one informative speech or persuasive speech, and an impromptu speech. The evaluation for the speech and speech instructions will be explained in the class. Additionally, in your exercise package you have the aspect to evaluate your speech. Your informative or persuasive speech grade includes the delivery and the outline of the speech. Your impromptu speech grade includes the delivery of the speech

### ***Speech Time Frame***

Informative or persuasive speech: 5-7 minutes; professional attire and formal speech outline required.

Impromptu speech: 3-5 minutes; professional attire and formal speech outline required.

### **Speaking Guidelines**

1. Speeches will be delivered with a maximum of three note cards. Do not use cue cards, paper, typed outlines, or any other means to deliver the speech.
2. Reading a speech will result in an automatic deduction of 50% of your grade. Practice your speech before delivering it. You should spend at least three hours practicing the speech prior to delivery.
3. Be sure to use proper grammar and avoid offensive language.
4. A visual aid is required for the speech; the visual aid can be a PowerPoint, a prop, and writing on the whiteboard.
5. Use proper verbal and non-verbal language.
6. Keep in the time limit for this assignment to avoid a deduction of points from your grade. Please note that timing your presentation is a form of learning.

### **Exams**

Exams (midterm and final) are designed to determine the learning of the communication content. They will help you to know the basis content you have to know to develop a clear understanding of the communication process and the content of the course and to determine what you have learned. There will be two exams.

- Midterm Exam: multiple-choice exam covering weeks 1 and 2 contents. The midterm will be on the Thursday of the second week.
- Final Exam: multiple-choice exam covering weeks 1 through 5 contents. The final exam will be on the Wednesday of the last week.

### **Reflections about Communication quotes**

You need to write five reflections about five quotes presented in class and published in the learning resource center. The reflections' evaluation will be based on four elements:

1. Submitting it on time
2. Include a paragraph that describes what the author meant by the quote
3. Include a paragraph that expresses why you consider the quote important
4. Include a paragraph that expresses how the quote impacted your behavior, beliefs, and/or values.

Remember, each reflections should include three paragraphs. Each paragraph responds to the questions 2, 3, and 4 shown above.

### **Lessons Learned**

You should write four important and significant lessons you learned related to any topic or topic studied in class.

1. Lessons learned about interpersonal communication: turn in hard copy by Monday of the second week.
2. Lessons learned about personality characteristics: turn in hard copy by Monday of the third week.
3. Lessons learned about group communication: turn in hard copy by Monday of the fourth week.
4. Lessons learned about public communication: turn in hard copy by Monday of the fifth week.

Lessons learned evaluation will be based on four elements:

1. Submitting it on time.
2. Include a paragraph that describes the topic and shows you understanding of it.
3. Include a paragraph that expresses why you consider the topic important
4. Include a paragraph that expresses how the topic impacted your behavior, beliefs, and/or values.

Remember, each lesson learned should include three paragraphs. Each paragraph responds to the questions 2, 3, and 4 shown above.

## **Journal of Exercises**

You should write a journal based on the exercises completed in class. The evaluation of the journal will be based on five elements:

1. Submitting it on time.
2. Include all exercises completed in the classroom.
3. A paragraph, for each exercise, that describes the exercise and shows you understanding of it.
4. A paragraph, for each exercise, that describes why you consider the exercise important.
5. A paragraph, for each exercise, that describes how the exercise impacted your behavior, beliefs, and/or values.

Remember, each exercise should include three paragraphs. Each paragraph responds to the questions 3, 4, and 5 shown above.

## **Class Attendance**

Speech 1315 is a practice class. Class 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 submitting the assignments on the dates established in the syllabus.

Attendance will be taken 5 min. after 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.

The points for attendance will be calculated based on a mathematical relation of the total number of classes and the number of classes attended.

## Participation and Social Behavior

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, do not intervene in class discussions and group exercises, are talking about topics unrelated to the class, or do not pay attention to lectures and presentations.

The points for participation will be assigned based on class participation in content related to the class, etiquette behavior, paying attention to the lectures and classmates' presentations, avoid the distractions by using cell phone or other devices, and not interrupting your classmates' presentations, among others.

## Grading Formula

The grading criterion for this course is based on points, with a maximum 100 total points possible.

<b>Assignment</b>	<b>Points Possible</b>
Informative or persuasive speech	10
Impromptu speech	05
Midterm	15
Final	20
Reflections about communication quotes	10
Lessons learned	20
Journal of exercises	10
Class attendance	05
Participation and social behavior	05
<b>Total Points Possible</b>	<b>100</b>

<b>Grade</b>	<b>Total Points</b>
A	90+
B	80-89.9



C	70-79.9
D	60-69.9
F	<60

HCC Grading Scale can be found on this site under Academic Information:  
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

## Course Calendar

COURSE CALENDAR				
Week	Dates	Content	Activities	Due Date Assignments
One	June 3rd- June 7th	<ul style="list-style-type: none"> <li>Syllabus analysis</li> <li>Introductions</li> <li>Definition of Communication</li> <li>Communication models</li> <li>Types of communication: intrapersonal, interpersonal (group, public, mass communication)</li> <li>Communication objectives</li> <li>Communication process</li> <li>Communication channels</li> <li>Listening</li> <li>Feedback</li> <li>Non-verbal clues and messages</li> <li>Semantic and serial distortion</li> </ul>	<ul style="list-style-type: none"> <li>Exercise: introduce yourself.</li> <li>Exercise: individual and group communication concept</li> <li>Presentation: types and models of communication</li> <li>Exercise: Listening</li> <li>Exercise: Effective Feedback</li> <li>Exercise: semantic distortion</li> </ul>	<ul style="list-style-type: none"> <li>Read chapters 1 through 4</li> <li>Read chapters 5 and 6</li> <li>Read chapters 13 and 14</li> <li><b>Lessons learned</b> about interpersonal communication: turn in hard copy on Monday</li> </ul>
Two	June 10th- June 14th	<ul style="list-style-type: none"> <li>Personality characteristics and communication</li> <li>Perception</li> <li>Small group communication</li> </ul>	<ul style="list-style-type: none"> <li>Exercise: Interpersonal Relations</li> <li>Exercise: Behavioral Preferences and communication</li> <li>Watch the video about perception</li> <li>Exercise: FAI</li> <li>Exercise: Preferred Communication Channel</li> <li>Midterm</li> </ul>	<ul style="list-style-type: none"> <li><b>Midterm Exam:</b> multiple-choice exam covering the contents of weeks 1 through 2. The midterm will be next Thursday</li> <li>Read chapters 15 and 16</li> <li><b>Lessons learned</b> about personal characteristics and communication: turn in hard copy on Monday</li> </ul>

				<ul style="list-style-type: none"> <li>• Read chapters 7 through 12</li> </ul>
Three	June 17th- June 21st	<ul style="list-style-type: none"> <li>• Effective team characteristics</li> <li>• Group member roles</li> <li>• Group idea generation discussions techniques</li> <li>• Group problem solving techniques</li> <li>• Approaches to leadership</li> <li>• Leadership in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise: Behaviors of team achievers</li> <li>• Exercise: group roles</li> <li>• Exercise: brainstorming</li> <li>• Exercise: GNT</li> <li>• Exercise: group-solving procedure. School's problems (from brainstorming, or GNT)</li> <li>• Exercise: Big 5</li> <li>• Exercise: Leader traits</li> <li>• Exercise: characteristics of democratic and autocratic leaders. Personal satisfaction, desire to communicate, desire to work with the leader, and desire to be part of the leader's group, feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lessons learned</b> about group communication and leadership: turn in hard copy on Monday</li> <li>• <b>Reflections about Communication:</b> turn in hard copy on Friday, next week</li> </ul>
Four	June 24th- June 28th	<ul style="list-style-type: none"> <li>• Approaches to leadership</li> <li>• Leadership in groups</li> <li>• Definition of public speaking</li> <li>• Speech preparation</li> <li>• Types of public speeches</li> <li>• Relationship between types of speeches and the communication objective</li> <li>• Types of speeches: informative, persuasive, special occasion</li> <li>• Speech outline: topic, objective, thesis, main points, sub points, and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise: Leadership Orientation</li> <li>• Presentation: Transformational and Transpersonal leadership</li> <li>• Video: how to plan public speeches</li> <li>• Presentation: public speech, types, and speech planning stages</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speech</b> delivery and outline. The outlined should be turned in before delivering the speech</li> <li>• <b>Lessons learned</b> about public speech: turn in hard copy on Monday</li> <li>• <b>Journal of activities:</b></li> <li>• turn in hard copy on Tuesday, next week</li> </ul>

		<ul style="list-style-type: none"> <li>• Speech planning using temporal, spatial and logical schemes</li> <li>• Pathos, ethos and logos</li> </ul>	<ul style="list-style-type: none"> <li>• Video: informative speech</li> <li>• Video: persuasive speech</li> <li>• Exercise: public speech checklist</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final Exam:</b> multiple-choice exam covering the contents of weeks 1 through 5. The final exam will be on Wednesday</li> </ul>
Five	July 1st- July 5th	<ul style="list-style-type: none"> <li>• Speech presentations</li> <li>• Content review</li> <li>• Class evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Present your speech to the class. Use Speech Delivery Evaluation Checklist to assess your classmates' speeches. Receive verbal feedback from classmates.</li> <li>• Final exam</li> </ul>	

### Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

## Instructor's Practices and Procedures

### Missed Assignments

Assignments are due on the dates assigned; there will not be any exceptions. If you fail to submit an assignment by the due date, you will receive a diminished grade for assignments submitted after the due date. Please note that assignments cannot be made up.

### Academic Integrity

You are expected to be familiar with the college's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Students who violate the Academic Integrity policy in this course (including cheating on a test and plagiarism) will receive a "0" on the particular assignment, which may result in failure in the course.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

### Attendance Procedures

Students are expected to attend classes regularly. Students are responsible for material covered during their absences.

## Student Conduct

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. Do not enter or leave the classroom while your classmates are presenting their speeches.

## Instructor's Course-Specific Information (As Needed)

Students can expect to receive grades/feedback next week after submitting the assignments. Students are encouraged to contact the instructor if additional information regarding the computation of a grade is needed.

## Electronic Devices

Please do not use cell phones, tablets, or computers during face-to-face classes. Please place your cell phone on silent during class and speeches. If an emergency arises, please exit the classroom to handle telephone calls. If your cell phone rings or receives an alert during a speech, ten points will be deducted from your grade.

## Speech Program Information

The Speech Department at HCC offers the students a variety of courses to help fulfill the Communications portion of their core requirements.

AWARD TYPES: Courses Only

AREA OF STUDY: Liberal Arts, Humanities & Education

## HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

Academic Information	Incomplete Grades
Academic Support	International Student Services
Attendance, Repeating Courses, and Withdrawal	Health Awareness
Career Planning and Job Search	Libraries/Bookstore
Childcare	Police Services & Campus Safety
disAbility Support Services	Student Life at HCC
Electronic Devices	Student Rights and Responsibilities
Equal Educational Opportunity	Student Services
Financial Aid TV (FATV)	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran Services

## EGLS<sup>3</sup>

The EGLS<sup>3</sup> (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable

information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

### **Campus Carry Link**

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

### **HCC Email Policy**

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

### **Housing and Food Assistance for Students**

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

This will enable HCC to provide any resources that HCC may possess.

## **Office of Institutional Equity**

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

### **disAbility Services**

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/support-services/disability-services/>

### **Title IX**

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](mailto:Institutional.Equity@hccs.edu)  
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

## **Office of the Dean of Students**

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

## **Department Chair Contact Information**

Please see below for the Speech Program Department Chairs' contact information; the Dean's contact information is also provided.

Department Chair: Dr. Danielle Stagg  
Email address: [danielle.stagg@hccs.edu](mailto:danielle.stagg@hccs.edu)  
Telephone Number: 713-718-5478

Dean of English & Communication: Dr. Amy Tan  
Email address: [amy.tan@hccs.edu](mailto:amy.tan@hccs.edu)  
Telephone number: 713-718-7814