



SPCH 1311: Introduction to Speech Communication Course Syllabus

Spring 2019

Course length (weeks)	CRN	Meeting days	Meeting time
16	10172	Tu - Th	9:30 AM – 10:50 AM
Course semester credit hours (SCH)	Total contact hours	Course number	Instructional modality
3	48	1311	Face-to-Face

Instructor

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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.

In addition to the communication competency this course will help the students to develop some generic competencies that are fundamentals in today's work. These include:

- Participate actively in their own learning.
- Work cooperatively with others.
- Be responsible of their tasks.

These competencies will be achieved by complying with the assignments, submitting them on time, participating actively in individual exercises, working with the classmates in group assignments, exchanging ideas and information with the classmates in order to help them to learn, and using cooperative learning as a mean to develop and increase their abilities to work effectively in teams. I want to stress again that these competencies are not directly related to the course content, but they are certainly related to every day processes such as being present on time, handling assignments out when are requested, participating in group discussions, and facilitating other people learning.

Course syllabus

Week	Contents	Activities	Next class assignment
1	<ul style="list-style-type: none"> Syllabus analysis 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.
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 Lessons learned about personality characteristics and communication: turn in hard copy by 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.

Week	Contents	Activities	Next class assignment
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 	
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 	<ul style="list-style-type: none"> • Reflections about Communication: write five reflections about five quotes presented in class.

Week	Contents	Activities	Next class assignment
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 	
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"> • Speech delivery and outline. The outlined should be turned in before delivering the speech. • Lessons learned about public communication: turn in hard copy by next class
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. 	<ul style="list-style-type: none"> • Journal of activities: turn in hard copy by next class
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. 	
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"> • Content review • Class evaluation 	<ul style="list-style-type: none"> • Final exam 	

Assignments, Assessment, and Grading

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 them. 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	Points	Elements to evaluate
Speech based on any of the class content	10	Outline: 5 points Delivery: 5 points Outline should be typed using Arial 11. Turn printed hard copy in class before your presentation You should follow precisely the speech outline template from your exercise package. Outline evaluation will be based on the inclusion of all the items included in the template and on the turning it in on time. Delivery will be evaluated based on the Speech Delivery Evaluation Checklist included in your instructional package
Speech based on a topic of your preference	5	Delivery: 5 points Delivery will be evaluated based on the Speech Delivery Evaluation Checklist included in your instructional package
Midterm	15	First six weeks of classes content
Final exam	20	All classes content
Lessons Learned What we have learned up to today about interpersonal communication	5	You should write 1 important and significant lesson you learned related to any topic about interpersonal communication Lessons learned evaluation will be based on four elements: <ol style="list-style-type: none"> 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 has impacted your behavior, beliefs, and/or values
Lessons Learned What we have learned up to today about personality characteristics	5	You should write 1 important and significant lesson you learned related to any topic about personality characteristics Lessons learned evaluation will be based on four elements: <ol style="list-style-type: none"> 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 has impacted your behavior, beliefs, and/or values
Lessons Learned What we have learned up to today about group communication	5	You should write 1 important and significant lesson you learned related to any topic about group communication Lessons learned evaluation will be based on four elements: <ol style="list-style-type: none"> 1. Submitting it on time 2. Include a paragraph that describes the topic and shows you understanding of it

		<ol style="list-style-type: none"> 3. Include a paragraph that expresses why you consider the topic important 4. Include a paragraph that expresses how the topic has impacted your behavior, beliefs, and/or values
Lessons Learned What we have learned up to today about public communication	5	<p>You should write 1 important and significant lesson you learned related to any topic about public communication</p> <p>Lessons learned evaluation will be based on four elements:</p> <ol style="list-style-type: none"> 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 has impacted your behavior, beliefs, and/or values
Reflections about Communication.	10	<p>You should write five reflections about the quotes presented in class</p> <p>The reflections evaluation will be based on four elements:</p> <ol style="list-style-type: none"> 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 has impacted your behavior, beliefs, and/or values
Journal	10	<p>You should write a journal based on each exercise completed in class of each week learning.</p> <p>The journal evaluation will be based on five elements:</p> <ol style="list-style-type: none"> 1. Submitting it on time 2. Include all exercises completed 3. For each exercise, include a paragraph that describes the exercise and shows you understanding of it 4. For each exercise, include a paragraph that expresses why you consider the exercise important 5. For each exercise, include a paragraph that expresses how the exercise has impacted your behavior, beliefs, and/or values
Class attendance	5	The points for attendance will be calculated based on a mathematical relation of the total number of class and the number of classes attended
Participation and social behavior	5	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.
Total	100	2 speeches, 2 exams, 4 lessons learned, 1 reflection about communication, 1 journal of activities

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 personality characteristics: 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. The first one should include the outline. The outline 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 eleventh 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, one and a half space between lines. Each lesson and each reflection should be a page long. Each reflection should be 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, 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.

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 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 based on 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."