



Fine Arts and Languages

Houston Community College Southeast

<http://southeast.hccs.edu/departments/fine-arts-and-languages/>

Course Syllabus

Semester Term: Spring 2014

<p>HCC Academic Discipline: Speech</p> <p>Course Title: Introduction to Speech</p>	<p>Course Rubric and number: SPCH 1311.0001 Course CRN: 79471 and</p> <p>Course Rubric and number: SPCH 1311.0015 Course CRN: 79483</p>
<p>Campus and Room Location with Days and Times: Online /Performance</p>	<p>Course Semester Credit Hours (SCH): 3 hours Type of Instruction: Lecture</p>
<p>Course contact hours per semester: 45</p>	<p>Course length: Late Start, Online/Performance</p>
<p>Faculty: Debra Harper-LeBlanc, Ph.D.</p> <p>Professor of Speech</p>	<p>Phone (instructor's office): (281) 765-7969</p>
<p>Learning web address: http://learning.hccs.edu/faculty/debra.harper</p>	<p>Email: debra.harperleblanc@hccs.edu</p>

Instructional Materials:

- Textbook: Communication: Making Connections (9th Edition).
- Authors: William J. Seiler, Melissa L. Beall and Joseph P. Mazer
- Presentation Equipment: Camcorder Camera, Phone, or media that can record and allow you to upload online in UTube or some free space.

Course Description

A survey course in the basic principles of oral communication. Includes the study of the use of the body and voice, the speaker-listener relationship, and preparation and delivery of platform speeches. Open to all students. Required for speech majors.

Course Prerequisites:

Must be placed into college-level reading (or enroll in GUST 0342 as a co-requisite) and be placed into college-level writing (or enroll in ENGL 0310/0349 as a co-requisite)

Academic Discipline: 1). Identify and explain the components of the communication process, as well as clarify how they relate to diverse communication models. 2). Demonstrate business etiquette. 3). Initiate conversations, and participate in conversations. 4). Use appropriate listening skills for various situations. 5). Display self-confidence. 6). Use theories of communication as a foundation to understand human interactions. 7). Identify and illustrate ways to handle conflict. 8). Coordinate professional events, and do so in a professional manner.

Mission Introduction of Speech Communication intends to acquaint students with aspects of various sub-areas of the program Communication, such as interpersonal, nonverbal, organizational, public speaking, and group communication. Additionally, its aim is to enhance self-confidence, develop conversations, oratorical skills, interviewing, critical thinking skills, and leadership skills, as well as improve the way students think and interact with others. The ability to read, write and speak clearly and complete college-level work is important to students' learning and succeeding in this course.

Program Learning Outcomes: 1). Analyze issues and identify possible resolutions for problems. 2). Read aloud, using the appropriate vocal cues, verbal and nonverbal skills. 3). Organize and deliver speeches. 4). Coordinate various types of activities, such as symposia, discussions, and meetings. 5). Speak in a conversational tone and other appropriate tones, as applicable to the communication situation. 6). Initiate two conversations, as well as participate in them with self-confidence. 7). Work with others in groups and on teams, and serve as an effective leader or follower. 8). Serve as interviewer and interviewee. Equally important is a student's commitment to class attendance, relentless participation, and cooperation.

Learning Objectives: 1). Teach students how to think critically and to listen discriminatively, particularly when discussing issues and attempting to understand and describe behavior. 2). Train students to improve their vocal, aural, and nonverbal skills. 3). Provide opportunities for students to research and use different resources to obtain data for formal and informal discussions, presentations, and conversations. 4). Work with students individually and collectively to build self-confidence. 5). Direct students to initiate and engage in conversations. 6). Give assignments that promote team and group participation, as well as those that develop leadership skills. 7). Place

students in roles of interviewer and interviewee to enhance their interviewing skills for employment and other aspirations.

Core Curriculum Competencies: This course fulfills the Academic Core Requirements: reading, writing, speaking/listening, critical thinking, and computer/information literacy. Additionally, it fulfills the six objectives as prescribed by the Texas Coordinating Board: critical thinking skills, communication skills, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility.

COURSE REQUIREMENTS AND PROTOCOL:

ATTENDANCE: Students must login to Eagle Online and complete the Self-Introduction Speech (attendance speech) within 5 school days beginning on the first day of class at 8:00 am, and ending on the 5th day of class at 8:00 am in order not to be dropped from the class.

SPEECHES:

There will be two speeches for the semester: Demonstrative and Informative. The evaluation for each will be explained in the tab sections on the homepage labeled Demonstration Speech Instructions and Informative Speech Instructions. Your speech grade includes not only the delivery of the speech, but also the format, support, typed full-sentence outline and indications of acceptable research using the American Psychological Association (APA) format, and other specifications provided by the instructor.

Time Frames:

Demonstration Speech/APA format: 2-5 minutes (video is due on or before March 23rd before or by 11:00 pm)
Informative Speech/APA format: 3-7 minutes (video is due on or before April 27th before or by 11:00pm)
Important Notice!!!!. If you do not present the demonstrative and informative speeches (regardless of all other assignments, quizzes, midterm and final exams completed), you will receive an "F" as your final grade.

How to Videotape?

- (1) Videotape your speeches by using a camcorder camera or better quality camera!
- (2) You must have an audience of at least four (4) adults or teenagers 13 years old or older to view your speeches. The audience will participate in the question and answer (Q & A) session. One audience member can run the camera. If an audience of at least four (4) people is not present and not shown on tape as directed below, you will receive a zero for the speech.
- (3) Place the camera in front of you. I need to see you from the FRONT. Use a tripod so the camera does not shake.
- (4) Start recording for a few seconds, and then show the audience (See # 5) and the cameraperson. Then start your speech. Have the camera zoom in on you after 30 seconds, so I can see you clearly. I NEED TO BE ABLE TO SEE YOU FROM THE WAIST UP NOT JUST YOUR FACE! I have to see you to grade your delivery. Zoom back out for the Q & A period to show the audience.
- (5) How to show the audience: Start recording for a few seconds, then have the camera person walk in front of the camera, then, have the audience stand up and face the camera. I need to CLEARLY see all four (4) members. I MUST SEE THEM! Then, they can sit down and you should begin. There should be no breaks in recording. As stated above, I should see you from the front, not the side. It is okay if I see the audience from the side or back DURING the speech because I have already identified them before you began. Nevertheless, it is important for it to be one recording with no breaks! (See # 9)
- (6) If you use a visual aid, I must be able to see the visual aid on camera as well as you. If you give the audience a handout, you must send one for me as an attached file otherwise scan it and send it.
- (7) At the end of each speech ask the audience if they have any questions. You will have an additional one-three minutes for Q & A with your audience. You do not ask for questions until the speech is concluded! This is not part of your speaking time! This is an additional one-three minutes (panel discussion). I need to see you and the audience during this time, so have the camera to zoom out. If you skip the Q & A session, 10 points will be deducted from the speech. If the Q&A session is less than one (1) minute you will be penalized 10 points. Do not ask for questions until the speech is concluded! You should not start and stop the tape to do the Q&A. It should be a continuous recording. The Q&A session is part of your grade. Q&A is required for both speeches. After the Q&A session thank the audience and SHOW everyone again before you turn the camera off. Remember at the end of your Q&A; thank the audience.
- (8) I do not want to hear barking dogs, crying babies, or phones ringing. There should be NO distractions. DO NOT videotape outside or in front of curtains or blinds during the day (you will be a dark shadow). Please do not turn down the lights for an overhead or PowerPoint; you will become a dark shadow! Turn off cell phones and televisions! This is a speech and a formal event, so it should be treated as such (read page 260 about personal appearance in your textbook) View your Video before you send your audience home! You may still need them!

- (9) Your speech should be one continuous recording. If you mess up, do it again from the beginning. (Be sure you have someone who has the time to video over and over) Do not start and stop the tape during the speech! This will result in a deduction of 20 points.
- (10).If you record in an auditorium or large classroom, place the camera close. The microphone is usually not very good and is attached to the camera. If it is too far away, i.e., at the back of a classroom, I will not be able to hear you! Do not stand too far away from your audience.
- (11) Check your YouTube video before you send it to me! If I cannot hear your speech clearly or see you clearly, or see your visual, and the Q&A session, or see all four (4) adult/teenager members of the audience, you have not met the requirements and YOU WILL RECEIVE A ZERO FOR THAT SPEECH! All requirements must be met...this is speech be professional!
- (12) Send your recorded speech as a YouTube LINK.

****NOT MEETING THESE REQUIREMENTS WILL RESULT IN A ZERO!! ****

Speaking Guidelines:

- (1)Speeches will be delivered with a minimum of note cards. No more than seven note cards should be used. Do not use cue cards, paper, or any other means to deliver the speech!
- (2)Reading a speech will result in a low speech grade. Do not read your speech period!
- (3) Use proper grammar and no offensive language.
- (4)Don't use technical terms or jargon.
- (5)Use proper gestures, posture, and eye contact as discussed in the text.
- (6) Follow speech presentation instructions posted on the homepage in the tab sections.
- (7) Dress professionally—dress for success! (8) Use proper appearance. (9) Going over or under the time limit will result in a points deducted grade for this speech. Timing your presentation is a form of learning process! Practice your speeches two or three times. Practice makes perfect so to speak!
- (10) Don't stare at the camera while speaking. Act like the camera is another person in the room. The camera should not be a distraction.

CLASS WORK:

All work, oral, and written, must:

- a. Fulfill assignments as instructed.
- b. Meet standards of professionalism.
- c. Contain the student's name, class, date, instructor's name and assignment title (online assignments and full sentence outlines).

Heading Example:

Keith Johnson

Speech 1311

August 26, 2013

Instructor-Harper-LeBlanc

d. Be free of typos and errors.

e. Be of scholarly nature.

f. Also save submitted work to a USB flash drive or on your hard drive.

All students are expected to exhibit professional, courteous behavior at all times in the online classroom.

EXAMINATIONS:

All students will complete a written midterm and final. The midterm and final will cover quizzes and text material. Read your textbook chapters and study quizzes. (Hint-study quizzes)

HOMEWORK ASSIGNMENTS:

Refer to course calendar.

DEADLINES:

All work is due on the assigned due dates (NO EXCEPTIONS!) Please read Explanation of Deadlines.

EXPLANATION OF DEADLINES:

All deadlines are firm, fixed, and non-negotiable, NO MATTER WHAT YOUR PERSONAL CIRCUMSTANCES are that caused you to miss the assignment. Here is why: The concept behind DE is relevant material and standardized instructional delivery to a group, in a consistent and fair manner, and at the lowest tuition price possible. To achieve these ends, deadlines must be adhered to strictly. This is a standard for all DE institutions, HCC college policy, and that of every instructor; not just mine. Tests and Assignments MUST be submitted by the due date and on time! When uploading the assignment and you are locked out, you missed the deadline date and time.

Example One: Why there are no extensions.

Test 1 locked out at 8am. A student who had not saved any of his answers before he submitted received a grade of zero, so he sends me an email at 12:00am asking to re-take. I agreed to accommodate him and extended the test to 9:30am. In doing this, two other students who had no permission also submitted late, and wrongly benefited from the longer timeline. Another student who was locked out at 8am, did not benefit from the extension as did the other three, so now I have to find yet another way to be fair to him and give him extra time. This is absolutely crazy!!

Example Two: Why there are no extensions.

Three people missed the deadline for the Part 4. One was nine minutes late and the others by three hours. All whined and asked for mercy, saying "it was only 3 hours". So you tell me, what is the sweet spot for this 2nd deadline? How late is too late and who determines it? The point is: "when is late, not so late; and when is late considered too late??" Of course these are all subjective; and anything after the deadline is inconsistent for the rest of the group (especially when there are multiple offenders) who did comply no matter what the excuse, Turns out, some one missed the deadline ALSO missed the deadline for the Midterm. Thus, these students have a chronic history of missing deadlines.

Example Three: Computer malfunctions

You are responsible for a reliable Internet connection, computer, and software standards set by the college. If there is a problem or inconsistency, it is your own issue. HCC provides excellent PCs and

software at no cost in the libraries and Learning Labs located at 30+ sites all over town. If you have a problem, this is your solution. Most of us drive to campus every day, and so can you!

Conclusion

Deadlines and penalties are a part of the business world. When your rent is late, landlords charge a \$5.00 penalty each day late. If you are late picking up children from daycare, the fine is \$1.00 per minute late. IRS charges penalties AND interest on a daily basis. Both utility and credit card companies have late fees, penalties, and ultimately higher interest rates for missed deadlines. These are not my ideas, they are the ways of the world!! You must learn them now. In rare circumstances, special arrangements could possibly be made in advance if there is some rare reason you need preferential treatment, but do not count on it. DE instruction is for MATURE, disciplined students who are college-ready and prepared to work independently. You MUST have the reading/writing/typing skills and the discipline to accomplish this on your own within the allotted timelines; otherwise you should NOT be enrolled in a DE class.

INCOMPLETE:

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that will prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the course work.

ACADEMIC HONESTY:

Violations of academic honesty, including but not limited to plagiarism, collusion, deception, conflict of interest and theft are not tolerated and can lead to severe penalties. Disciplinary actions are outlined in the Student Handbook. Don't take any chances with this; it's simply not worth it. For more information, go to: <http://hccs.edu/student-rights>.

Students with Disabilities:

According to federal and college guidelines, any student with special needs bears responsibility of notifying faculty accordingly. Official notification from Disabled Student Services must be received to provide special consideration and accommodations (You have three days to e-mail your documents to me. If you do not e-mail these documents to me within the first three days of class, I will make accommodations the day I received your documents). Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services. Contact Dameria Curry at 713-718-5275 for additional information.

GRADING CRITERIA The grading criterion is based on points.

900-1000 points=	A
800-899 points=	B
700-799 points=	C
600-699 points=	D
Below 600 points=	F
Demonstration Speech	100 points
Informative Speech	200 points
Final Exam	50 points
Midterm	50 points
Quizzes (10)	10 pts each quiz 100 points
Discussion Questions (5)	10 pts per part 50 points
Journal Entries (5)	10 pts per entry 50 points
Assignments (10)	30 pts per assignment 300 points
Activities (5)	20 pts per activity 100 points
Total Points	1000 pts

DISCUSSION OF GRADED ASSIGNMENTS:

If there is a discrepancy with a grade, it is the student's responsibility to discuss in-person (not through the e-mail) the matter with the instructor.

ADDITIONAL INFORMATION:

E-mails: I will respond back to e-mails within 24 hours from Monday-Thursday only.

Text: The text is required.

Make-up/Late Policy: No make-up work! Students who become ill and cannot finish the assignments in a timely matter will be allowed make-up work but will need to show proof.

NOTICE: Students who repeat a course three or more times may soon face significant tuition/ fee increases at HCC and other Texas public colleges and universities.

EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the semester.

MENINGITIS IMMUNIZATION REQUIRED FOR SPRING REGISTRATION Texas Senate Bill 1107 passed in May 2011, requires that new HCC students and former HCC students returning after an absence of at least one fall or spring semester who are under the age of 30 are required to present a physician-signed certificate showing they have been vaccinated against bacterial meningitis. Beginning with Spring registration, November 7, students will have to satisfy this requirement prior to enrollment. For more information and a list of exemptions please go to <http://www.hccs.edu/hccs/admissions-registration>.

Course Calendar: Spring 2014 Class Schedule
 Online work is due on the due date before or by 11:00pm.

<i>DUE DATES</i>	<i>ASSIGNMENTS</i>
February 16	Read Syllabus and Course Calendar/Complete Self-Introduction Speech
February 23	Read Chapters 1-3 /complete all work (assignments, activities, journal entries, discussion questions, and quizzes) for chapters 1 – 3.
March 2	Read Chapters 4-6/complete all work (assignments, activities, journal entries, discussion questions, and quizzes) for chapters 4-6.
March 9	Read Chapters 7-9 /complete all work (assignments, activities, journal entries, discussion questions, and quizzes) for chapters 7-9.
March 23	Demonstration Speech Video
March 30	Midterm
April 6	Read Chapters 10-13 /complete all work (assignments, activities, journal entries, discussion questions, and quizzes) for chapters 10-13.
April 13	Read Chapters 14-16 /complete all work (assignments, activities, journal entries, discussion questions, and quizzes) for chapters 14-16.
April 27	Informative Speech Video
May 7	Final Exam

Important Notice!!!! If you do not present both speeches, you will receive an “F” as your final grade.