



Houston Community College Central

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Course Syllabus

Semester Term: Spring 2012 – Second Start (12 weeks)

HCC Academic Discipline: Speech Course Title: Public Speaking	Course Rubric and number: SPCH 1315 Course CRN: 76153
Campus and Room Location with Days and Times: Wednesday 1:00 pm -3:00 pm; Central Campus, Fine Arts Center Room 231	Course Semester Credit Hours (SCH): 3 hours Type of Instruction: Lecture and Hybrid
Course contact hours per semester: 45	Course length: Second Start term, 12 weeks

Instructor: Professor Harper

Email: debra.harper@hccs.edu

Phone (instructor's office): (713) 718-6600

Learning web address: <http://learning.hccs.edu/faculty/debra.harper>

Instructional Materials:

- A Pocket Guide to Public Speaking Textbook, 3rd Edition, by O'Hair, Stewart, and Rubenstein. Bedford/St. Martin's
- A supply of 8 ½ x 11 loose leaf notebook paper
- A supply of 3 x 5 index cards
- Ballpoint pens and pencils

Course Description

Public speaking is designed to develop proficiency in public speaking situations; emphasis upon content, organization, and delivery of speeches for various occasions. Open to all students; required of majors in speech.

SPCH 1315 is designed to enable students to examine the principles of speech making and to examine the importance of public speaking as communication so that they will be able to research, organize, and deliver material effectively.

Course Prerequisites:

SPCH 1311 or ENGL 1301 or department approval.

Course Goals:

Students finishing the course should be able to:

- 1) state the importance of public speaking as a communication process
- 2) define the basic responsibilities of a public speaker
- 3) display the qualities of good listening
- 4) prepare a speech, following a step-by-step procedure
- 5) define and implement thesis statements
- 6) define, describe, and use research materials
- 7) organize the content of a speech and choose proper diction for the content
- 8) practice and deliver a speech
- 9) research, organize, prepare, and deliver a minimum of six speeches
- 10) use visual aids effectively

Course Student Learning Outcomes:

Students should be able to compose and present a persuasive speech using logos and source material to frame and support their arguments. Additionally, other appeals and the use of verbal, oral, and aural communication skills should be used to effectuate audience influence.

Course Student Learning Objectives:

- Currently under review

Core Curriculum:

This course fulfills the following core intellectual competencies: reading, writing, speaking, listening, critical thinking, and computer literacy. A variety of academic experiences are used to develop these competencies.

This course fulfills these core competencies:

Reading: Reading at the college level means having the ability to understand, analyze and interpret a variety of printed materials: books, articles, and documents.

Writing: Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience. In addition to knowing how to use correct grammar, spelling, and punctuation, students should also become adept with the writing process, including how to determine a topic, how to organize and develop it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

Speaking: Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

Listening: Listening at the college level means having the ability to understand, analyze, and interpret various forms of spoken communication

Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

Computer Literacy: Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

Instructional Methods: Methods of instruction may include: lectures, readings (from textbooks and academic journals), group presentations, peer-based activities, video/film presentations, classroom discussions and activities, and in-class critiques.

Student Assignments: Assignments/Activities may include: exams, platform speeches, classroom discussions/activities, and various assigned readings.

Student Assessments: Methods of Assessment/Evaluation may include: tests which may include: definitions, matching, multiple choice, and/or true/false; presentations; group and/or individual projects; other methods as may be determined by individual instructors.

HCC Calendar: Per specific Semester	
Second Start Classes Begin	Saturday, February 11, 2012
Official Day of Record	Tuesday, February 21, 2012
Last day for drop/add/swap	Tuesday, February 14, 2012
Holidays and Breaks	Monday, February 20 – <i>President's Day</i> March 12-18; Spring Break April 6-8; Spring Holiday
Last day to file for graduation	Wednesday, February 15
Last day to drop classes with a grade of W	Monday, April 9, 2012 @ 4:30 p.m.
Instruction ends	Sunday, May 6, 2012
Final examination	Wednesday, May 9, 2012 @ 1:00 p.m. (tentative)

Course Calendar

Session Number	Date	Activity/Assignment
Week 1	February 13	Introduction to class, Syllabus Review Speech I, Introduction Speech Moodle Demonstration
	February 15	Chapters 1.1-1.2 Chapters 1.3-1.5
Week 2	February 22	Test I, Chapters 1.1-1.5
Week 3	February 29	Chapters 2.6-2.9 Chapters 2.10-3.11
Week 4	March 7	Speech II, Impromptu Speech
	March 12 – March 18	Spring Break
Week 5	March 21	Test II, Chapters 2.6-3.14 Chapters 4.15-4.16
Week 6	March 28	Chapter 7.23 Chapters 5.17-5.19
Week 7	April 4	Test III, Chapters 4.15-5.19
Week 8	April 11	Chapters 6.20-6.22 Speech III, Demonstration/Informative Speech
Week 9	April 18	Chapters 7.24-7.25 <i>Chapters 8.26-8.29</i>
Week 10	April 25	Speech IV, Special Occasion Speech or Persuasive Speech
Week 11	May 2	Test IV, Chapters 6.20-7.25 Speech V, Professional Speech Rubric Due
Week 12	May 9 (tentative)	Final Exam, Chapters 1.1-7.25

**Please remember that this syllabus is subject to change.
All changes will be documented by the instructor.**

HCC Policy Statement: Americans With Disabilities Act (ADA)

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 Office.

If you have any questions, please contact the Disability Counselor at your college or the District Disability Office at 713-718-5165 or the Southwest College Counselor: Dr. Becky Hauri at 713-718-7909.

To visit the ADA Web site, log on to www.hccs.edu,

Click Future Students

Scroll down the page and click on the words Disability Information. <http://www.hccs.edu/hccs/future-students/disability-services>

HCC Policy Statement: Academic Honesty

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. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

"Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another student's test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Violations: Possible punishments for academic dishonesty may include a grade of "0" or "F" on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.

Official HCC Attendance Policy: Students are expected to attend classes regularly. Students are responsible for material covered during their absences. There is no makeup work. Class attendance is checked daily by instructors.

Although it is the responsibility of the student to drop a course for non-attendance, on February 21, the instructor may drop students for non-attendance. The instructor has the authority to drop a student for excessive absences and for not completing and/or turning in assignments/speeches.

A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5 percent of the hours of instruction (including lecture and laboratory time).

For example:

For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), a student may be dropped after six hours of absences.

Administrative drops are at the discretion of the instructor. If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” or “FX” in the course.

***Students can be dropped from this course after six hours of absences (three class meetings). If the student wishes to drop, it is up to the student. As the instructor, I will not drop you unless you have not been attending class by February 21 if you have not been dropped after February 21 and you want to drop the class, you will need to drop yourself before the drop due date.**

NOTE: LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER: Monday, April 9, 2012 by 4:30 pm.

Course Withdrawals-First Time Freshmen Students-Fall 2007 and Later:

Effective 2007, section 51.907 of the Texas Education Code applies to first-time in college freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school.

Based on this law, **HCC or any other Texas Public institution of higher education may not permit students to drop after the official day of record more than six college level credit courses for unacceptable reasons during their entire undergraduate career.**

Course Withdrawals:

Be sure you understand HCC policies about dropping a course. It is the student’s responsibility to withdraw officially from a course and prevent an “F” from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. ****Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Early Alert Program:

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

Repeat Course Fee:

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Individual Instructor's Requirements Statement

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 class activities, discussions, and critiques
- Provide a clear 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

To be successful in this class, it is the student's responsibility to:

- Arrive to class promptly, at 1:00 p.m.
- Attend class and participate in class discussions and activities.
- Read and comprehend the textbook
- Complete the required assignments and exams
- Treat all students with respect
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

HCC Grading Information:

Grading percentile: the official HCC grading rubric is as follows:

90–100 percent	A	Exceptionally fine work; superior in presentation, visual observation, comprehension and participation
80–89 percent	B	Above average work; superior in one or two areas
70–79 percent	C	Average work; good, unexceptional participation
60–69 percent	D	Below average work; noticeably weak with minimal participation
Below 60 percent	F	Clearly deficient in presentation, style and content with a lack of participation

The grade of "I" (Incomplete) is conditional. It will only be assigned if at least 80% of the course work is complete. Students receiving an "I," must make an arrangement with the instructor in writing to complete the course work within six months. After the deadline, the "I" becomes an "F." All "I" designations must be changed to grades prior to graduation. Changed grades will appear on student record as "I"/Grade (example: "I/A").

The grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the drop deadline. Instructors have the option of dropping students up to the deadline. After the deadline, instructors do not have that option — not even when entering final grades.

Instructor Grading Criteria:

Homework, assignments and projects will be evaluated according to the following criteria:

- Adherence to all specific assignment guidelines/content requirements
- Adherence to deadlines
- Speeches are graded on content, organization, language, delivery, and use of visual aids

*Sample grading rubrics are available on learning webpage

ASSIGNMENTS

TESTS

As noted in the class calendar, there will be a total of five tests (four section tests and one final exam). Test Dates:

Session Number	Test Type	Test Date	Chapters Covered
Week 2 (6.25%)	Question type, multiple choice, fill-in-the-blank, true/false	February 22	Test 1 (1.1-1.5)
Week 5 (6.25%)	Question type, multiple choice, fill-in-the-blank, true/false	March 21	<i>Test 2 (2.6-3.14)</i>
Week 7 (6.25%)	Question type, multiple choice, fill-in-the-blank, true/false	April 4	<i>Test 3 (4.15-5.19)</i>
Week 11 (6.25%)	Question type, multiple choice, fill-in-the-blank, true/false	May 2	Test 4 (6.20-7.25)
Week 12 (30%)	Question type, multiple choice, fill-in-the-blank, true/false	May 9 (tentative)	Final Exam: 1.1-7.25

****Subject to change at the discretion of the instructor.**

Tests are administered as scheduled. If you are absent on a test date, you will not be able to make up the test.

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 term.

SPEECHES

There will be four graded speeches.

- (1) **Introduction Speech** – 1 to 2 minutes – introduce self to class; *this speech is not graded.*
- (2) **Impromptu Speech** – 3 to 5 minutes – choose a topic given to you from the instructor. Discuss the topic by telling the audience about the topic. Include an attention getter and a conclusion. (100 points/10%)
- (3) **Demonstration/Informative Speech** – 5 to 10 minutes – inform the audience about a concept, process or event through the use and quotation of research, and use a variety of developmental techniques. Speeches are graded on content, organization, language use, delivery, and visuals. Include audience analysis, presentation outline, and powerpoint.. (100 points/10%)
- (4) **Special Occasions Speech or Persuasive Speech** – 3 to 5 minutes – speech designed to be presented during a special occasion such as acceptance speech, roasts and toasts, eulogies, tribute speech, after-dinner speech, and inspiration speech. Speeches are graded on content, organization, language use, delivery, and visuals. Include an audience analysis and the type of speech. (100 points/10%)
- (4) **Persuasive Speech** – 5 to 10 minutes – present information designed to affect audience beliefs, or move the audience to action. Speeches are graded on content, organization, language use, delivery, and visuals. Include audience analysis, presentation outline, and powerpoint. (100 points/10%)
- (5) **Professional Speech** – 5 to 10 minutes - presented to an organization, workplace, and community. Include the audience analysis, the name of the company/organization, and the rubrics. Must have 5 or more people in the audience and each should complete the rubric. (100 points/10%)

See chapter 7.23 and the learning web for more information on informative speeches; see chapter 24 for information on the persuasive speech. Presentation speeches see chapters 26 – 34. Special occasion speeches see chapter 25.

SPEECH RULES

(1) The **minimum times** listed for speeches above are **absolute** minimums. Points are forfeited for insufficient length as follows: 1 to 15 seconds short – minus 5 points. 16 to 30 seconds short – minus an **additional** 10 points (total 15). 31 to 45 seconds short – minus an **additional** 15 points (total 30). 46 to 60 seconds short – minus an additional 20 points (total 50). Speeches that are 61 or more seconds short will receive no credit (in other words, you get a grade of “0” for the speech), and it may not be made up.

(2) The maximum times listed for speeches above are absolute. The instructor has the right to cut off your speech at the timed maximum, and if you have not finished a major portion of your speech, such as a main point and/or the conclusion, you will not receive credit for the portion not completed.

(3) If you are absent for a speech, it is at the discretion of the instructor if you can make up the speech at the next class period. There will be 10 points subtracted from all make-up speeches.

(4) Speeches must be prepared for presentation on the day scheduled. If you are not ready for the speech on the day assigned, you will receive a grade of “0” for the speech and it may not be made up.

(5) All speeches require the use of **visual presentation aids**. Such aids include, but are not limited to, overhead transparencies, video segments (no more than 1/3rd of total speech time), and computer aids (such as PowerPoint); at least three of your speeches must utilize a PowerPoint Presentation. **Power Point presentations will ONLY be given on the first scheduled speech day for each type of speech; the projector and computer will not be available for make-up speeches—you will need to consider a different presentation aid.** You are responsible for reading and observing visual presentation rules as given in chapter 21 & 22, and learning to use Power Point on your own. 55% maximum of total speech grade depends upon your proper use of visuals. Be sure the volume is correct for the room size and the powerpoint slides are in the correct view.

(6) Each student is allowed to use **up to three 3 x 5 index cards for each speech**; the note cards should be used to write key words and phrases—complete sentences are not allowed.

(7) Four of your speeches will require a typed audience analysis, a presentation outline or both.

Instructor's Final Grading Legend:

The final grade will consist of the following:

GRADING

Classroom Participation (attendance, tardiness, discussions)	5%
Speeches	40%
Section Tests (I, II, III, and IV)	25%
Final Exam	<u>30%</u>
Total	100%

Classroom Rules

- 1) Please know my name (Professor Harper) and take time to learn the names of your fellow students.
- 2) Be responsible. Bring necessary materials (i.e. pencils, pens, paper, and textbook) to class.
- 3) Be on time. In addition, on speech presentation days, wait until we are between speeches to open the door or come into the classroom. Failure to follow this procedure (walking in on someone's speech) will have an adverse effect on your own speech grade (10 points deducted).
- 4) Cell phones and computers. Please do not use cell phones or computers during class. Please place your cell phone on vibrate or silent during class. If an emergency arises, please exit the classroom to handle telephone calls. If your cell phone rings or receives an alert during speeches, ten points will be deducted from your grade.
- 5) Take notes. Please be advised that information discussed in class comes from the textbook; please read the textbook chapters and take notes.

- 6) Please do not talk, pass notes, or text message while class is in session. Failure to do so will result in you being asked to leave the class.
- 7) Please feel free to bring a drink or snacks to class. Please make sure that you discard all of your trash in the trash cans upon exiting.
- 8) Extra credit assignments are not given; do not ask for extra credit.

*“Excuses are monuments of nothing, they build bridges to nowhere.
Those who choose to use these tools of incompetence are Masters of Nothing themselves.”*