



Houston Community College Southwest

<http://southwest.hccs.edu/southwest/academics/fine-arts-speech-humanities-and-world-languages>

Course Syllabus Semester Term: Fall 2013

HCC Academic Discipline: Speech Course Title: Business and Professional Speaking	Course Rubric and number: SPCH 1321 Course CRN: 64569
Campus and Room Location with Days and Times: Tuesday 7:00 pm -10:00 pm; Stafford Campus Learning Hub, Room 225	Course Semester Credit Hours (SCH): 3 Type of Instruction: Lecture
Course contact hours per semester: 48	Course length: Regular term, 16 weeks

Instructor: Dr. Debra Harper-LeBlanc

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Instructional Materials:

- Hamilton, C., (2011). *Communicating for results: A guide for business and the professions*. 9th Edition, Belmont, CA: Wadsworth.
- A supply of 3 x 5 large index cards

Course Description

1. SPCH 1321 Business & Professional Communication: The application of theories and practice of speech communication as applied to business and professional situations. *As defined in the Academic Course Guide Manual (AGCM) produced by the Texas Higher Education Coordinating Board, 2009 (THECB)*

2. SPCH 1321 Business and Professional Speaking: Applies the techniques of oral communication to situations most common to business and professional people. Covers discussion methods, conference techniques, committee reports, instructions, lectures, and public speeches. Open to all students. Required for speech majors. *(As listed in the 2009-2011 HCC Catalog)*

Course Prerequisites:

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

Course Goal:

The primary objective of Speech 1321 is the mastery of the process of oral communication. To achieve these ends, the student should be able to:

- 1) develop practical communication skills usable on his/her job
- 2) understand basic principles of communication, including verbal and non-verbal activities
- 3) improve interpersonal relations
- 4) understand the interviewing process and principles
- 5) participate in small group encounters as a leader and a member
- 6) deliver verbal information in an organized, coherent, professional manner
- 7) deliver four to five oral presentations in class either individually or in group activities
- 8) research and properly document information
- 9) use complete sentences conforming to the tenets of Standard English usage both in oral and written communication, including acceptable spelling and pronunciation of words

As minor steps in achieving the above, students should:

- 1) read all out-of-class assignments
- 2) participate in class discussion and complete all required assignments
- 3) purchase and use the designated textbooks for SPEECH 1321
- 4) score a minimum of "C" or its equivalent on all exercises, tests, assignments, midterm, and final examinations
- 5) attend class regularly and punctually, missing NO MORE THAN SIX (6) HOURS of instruction – more than this will be penalized

Secondary objectives of SPEECH 1321 are designed to:

- 1) provide practical course content and experiences
- 2) help the student to decrease anxiety in professional communication situations
- 3) aid in improving and developing a positive self-image
- 4) help students to be accurate critics of themselves and others

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. The core competencies this course fulfills are listed below.

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	
Classes Begin	Tuesday, August 27
Last Day to Drop/Swap	Sunday, August 25
Official Day of Record	Monday, September 9
Holidays and Breaks	Monday, September 2 – Labor Day Holiday Wednesday, November 27 – No Class (Thanksgiving Holiday Begins) November 28 – December 1 (Thanksgiving Holiday)
Deadline for fall completion of degrees or certificates	Tuesday, October 15
Last day to drop classes with a grade of W	Friday, November 1 at 4:30 pm
Instruction ends	Sunday, December 8
Final examination	Tuesday, December 10 at 7:00 pm

Course Calendar

Session Number	Date	Activity/Assignment
Session 1	August 27	Syllabus Review Read Chapters 1 - 3
Holiday	September 2	Labor Day Holiday
Session 2	September 3	Introduction to class, Speech I, Introduction Speech Chapters 1 - 3
Session 3	September 10	Chapters 4 and 5
Session 4	September 17	<i>Class Interaction</i>
Session 5	September 24	<i>Test I, Chapters 1 - 5</i>
Session 6	October 1	Speech II, Conference Proposal (Persuasive)
Session 7	October 8	Speech II, Conference Proposal (Persuasive)
Session 8	October 15	Chapters 6 - 8
Session 9	October 22	Chapters 9 and 10 Speech III, Conference Presentation (Informative)
Session 10	October 29	<i>Class Interaction</i>
Session 11	November 5	<i>Test II, Chapters 6 - 10</i>
Session 12	November 12	Speech III, Conference Presentation (Informative)
Session 13	November 19	Speech IV, Interviewing Project
Session 14	November 26	Chapters 11 – 14 Speech IV, Interviewing Project
Holiday	November 27 November 28-December 1	Evening class – Thanksgiving Break Thanksgiving Break
Session 15	December 3	<i>Class Interaction</i>
Session 16	December 10 @ 7:00 p.m.	<i>Final Exam, Chapters 1 - 14</i>

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

Instructional Methods:

Methods of instruction may include: lectures, readings (from textbooks, peer-reviewed articles, books, original texts), slide presentations, video/film presentations, demonstrations, and in-class critiques.

Student Assignments:

Assignments/Activities may include: written critical responses, group projects, quizzes, exams, hands-on workdays/times, assigned readings from textbooks, peer-reviewed articles, books, mandatory discussions based on various topics related to the major areas of study in debates; writing papers including essays, analyses, reviews, research, comparing and contrasting perspectives; service learning projects; presentations; group and/or individual projects; portfolios. This course requires a minimum of 2000 words in a combination of writing assignments and/or projects.

Student Assessments:

Methods of Assessment/Evaluation may include: Tests and quizzes which may include: definitions, matching, multiple choice, true/false, short answer, brief essay, lists; writing assignments, in-class discussions and/or critiques; written papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic or design theories and perspectives; service learning projects; presentations; group and/or individual projects; portfolios; other methods as may be determined by individual instructors..

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, and it is the student's responsibility to consult with instructors or their classmates regarding assignments. Class attendance is checked daily by instructors.

Although it is the responsibility of the student to drop a course for non-attendance, on September 9, the instructor will drop all 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 (two 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 September 9, if you have not been dropped after September 9 and you want to drop the class, you will need to drop yourself before the drop due date which is Friday, November 1.**

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. I will not answer emails and/or phone calls from Fridays -Sundays.*** 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 7:00 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

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 and II)	25%
Final Exam	<u>30%</u>
Total	100%

Online Student Evaluation of Instruction: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.

ASSIGNMENTS

TESTS

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

Session Number	Test Type	Test Date	Chapters Covered
Session 5	Question type, multiple choice, fill-in-the-blank, true/false	September 24	Test 1 (Chapters 1 - 5)
Session 11	Question type, multiple choice, fill-in-the-blank, true/false	November 5	<i>Test 2 (Chapters 6 - 10)</i>
Session 16	Question type, multiple choice, fill-in-the-blank, true/false	December 10	Final Exam: 1 - 14

***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.

SPEECHES

There will be three graded speeches.

- (1) **Introduction Speech** – 1 to 2 minutes – introduce self to class; *this speech is not graded.*
- (2) **Persuasive Speech (Conference Proposal)** – 5 to 10 minutes – persuade the audience to accept the conference, workshop or seminar proposal. Must use visual aids and research the product. Speeches are graded on content, organization, language use, delivery, and visuals. Include proposal outline form which will include the audience analysis, presentation outline, and visual aids. (100 points/10%) Speeches are graded on content, organization, language use, delivery, use of visual aids (hardware and software) and visuals.
- (3) **Informative Speech (Conference Presentation)** – 5 to 10 minutes – inform the audience about the accepted proposal topic. Must use visual aids and dress professional. Speeches are graded on content, organization, language use, delivery, and visuals. Include powerpoint. (100 points/10%) Speeches are graded on content, organization, language use, delivery, use of visual aids (hardware and software) and visuals.

- (4) **Interviewing (Group Presentation)** – 10 to 20 minutes – The purpose of this assignment is to provide the student with an opportunity to work with other classmates in a group setting as a means to explore and experience group dynamics. To prepare the students for the interviewing process before and during. To discuss the role of the interviewer and the role of the interviewee. At the time of presentation, the portfolio of interview questions (for and during the interview, company research, and job description should be turned) (100 points/20%)

See chapter 11 and the learning web for more information on informative speeches; see chapter 14 for information on the persuasive speeches. Employment interviews see chapter 8. Small-group communication and problem solving see chapter 9.

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 there will be no make 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 two 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. Fifty-five percent maximum of total speech grade depends upon your proper use of visuals.

(6) Each student is allowed to use large **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) One of your speeches will require a typed audience analysis and a presentation outline.

Classroom Rules

- 1) Be responsible. Bring necessary materials (i.e. pencils, pens, paper, and textbook) to class.
- 2) 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).
- 3) 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.
- 4) Take notes. Please be advised that information discussed in class comes from the textbook; please read the textbook chapters and take notes and/or go to Canvas for more information. Canvas link: <https://canvas.instructure.com/login>
- 5) 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.
- 6) 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.
- 7) Extra credit assignments are not given; do not ask for extra credit and there is no make-up work.

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