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Speech Communication

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Course Syllabus  
Public Speaking  
SPCH 1315

<b>Semester with Course Reference Number (CRN)</b>	<b>Semester:</b> 16 Week Spring 2018 <sup>1</sup> <b>CRN:</b> 53178
<b>Instructor contact information (phone number and email address)</b>	<b>Name:</b> Nicolas Rangel, PhD <b>Phone:</b> 713-718-6980***** (Not the best way to reach me!!!) <b>Email:</b> <a href="mailto:nicolas.rangel@hccs.edu">nicolas.rangel@hccs.edu</a> ***** (The best way to reach me!!!)
<b>Office Location and Hours</b>	<b>Office:</b> Alief Campus #C311 <b>Office hours:</b> Tuesdays and Thursdays 8:30AM-9:25AM, and by appointment or by serendipitous interaction.
<b>Course Location/Times</b>	<b>Location:</b> Alief Hayes, Rm. B-125 <b>Time:</b> Monday and Wednesday 11:00AM-12:20PM***** *****Note the 11:00AM start time. Not 11:01, 11:02, 11:05, etc. If you cannot make it on time, I advise selecting another class at a more reasonable hour.
<b>Total Course Contact Hours</b>	48.00
<b>Course Length (number of weeks)</b>	16 Weeks
<b>Type of Instruction</b>	Face-to-Face
<b>Course Prerequisite(s)</b>	Must be placed into college-level reading and be placed into college-level writing.

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<sup>1</sup> Please note that due to the weather related closures, the syllabus has been compacted to accommodate the available amount of time remaining in the semester.

**HCC Course Catalog Description:**

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.

**ACGM Course Description:**

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

**ACGM Learning Outcomes:**

1. Demonstrate an understanding of the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and/or presenting speeches.
6. Identify how culture, ethnicity and gender influence communication.
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).

**Institutional Academic Discipline/CTE Program Student Learning Outcomes:**

1. Identify and explain the components of the communication process, as well as clarify how they relate to diverse communication models.
2. Research and select appropriate source materials to develop ideas and support claims for oral presentations.
3. Recognize how to communicate within diverse environments in a socially and personally responsible manner.
4. Demonstrate critical thinking in both written and oral communication.

**Core Curriculum Competencies:**

**Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.**

**Students enrolled in this core curriculum course will complete a discussion topic or case study designed to cultivate the following core objectives:**

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

**Student Assessment(s)** See below.

**HCC Grading Scale:**

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

**Instructor Grading:** Presentations, assignments and projects will be evaluated according to the following criteria:

- Adherence to all specific assignment guidelines/content requirements.
- Adherence to deadlines.
- Level of technical difficulty attempted and achieved. More sophisticated work may receive higher scores.
- Creativity and Originality: Solving the assignments in an imaginative and unique way may lead to a higher score.
- Honesty: Submit your own work.

**Instructor Grading Criteria** See below.

**Instructional Materials** Sprague, Jo, Douglas Stuart, and David Bodary. *The Speaker's Handbook*. 11th ed. Boston: Cengage Learning. \*\*\*\*\* 2  
\*\*\*\*\* (Yes, this is mandatory!!!! You are much less likely to succeed in this class without the textbook. And if you find the 10th edition of the aforementioned text, you may use that for this class, you should know that text is not exactly the same and any differences are your responsibility).

**HCC Course Withdrawal Policy:**

The State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor will “alert” you and Distance Education (DE) counselors that you might fail a class because of excessive absences and/or poor academic performance. Contact your DE professor regarding your academic performance or a DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.).

The final withdrawal deadline for each term can be found under the calendar which is on the [HCC Home Page](#). If you click on [Academic Calendar](#) and select the term you are currently enrolled in, you will be able to find exactly when the withdrawal deadline is for the semester (and various other important dates as well). Classes of various durations (regular term, second start, mini-term, flex-entry, 8-weeks, etc.) may all have different final withdrawal deadlines. Please review HCC’s online [Academic Calendar](#) or contact the HCC Registrar’s Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

**Distance Education Advising and Counseling Services:**

Much DE student information can be found on the DE Student Services website: <http://de.hccs.edu/>. Advising or counseling can be accomplished by telephone at (713) 718-5275 - option # 4 or visiting the following AskDE Form Online page (you would need to fill out the form): <http://de-counseling.hccs.edu/StudentSignIn/>. Student Services Associates (SSA) and Counselors can assist students with admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. In-person, confidential sessions, can also be scheduled, if necessary, as HCC counselors maintain a local referral base in order to provide appropriate referrals to students with personal or family issues that may require long-term solutions.

**International Students:**

International Students are restricted to ONLY ONE online/distance education class per semester. Please contact the International Student Office at (713) 718-8520 if you have additional questions about your visa status.

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<sup>2</sup> Due to the weather-based campus closure, books may not be immediately available. These are not a substitute, but the course canvas website has notes for the text that may help you in the meantime. These notes are not a substitute for the textbook.

**Students with Disabilities:**

"Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office." Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance. The following are the Disability Support Services Office phone numbers:

* <b>System</b>	(713) 718.5165
* <b>Central</b>	(713) 718.6164
* <b>Northwest</b>	(713) 718.5422
* <b>Northeast</b>	(713) 718.8420
* <b>Southeast</b>	(713) 718.7218
* <b>Southwest</b>	(713) 718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist assigned to their professor.

**Title IX Clause:**

HCC is committed to provide a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at [oiie@hccs.edu](mailto:oiie@hccs.edu).

**School of Continuing Education Guidelines; Student Rights, Policies & Procedures; and Distance Education Policies:**

The following link will take you to the School of Continuing Education for links including information on email, parking, attendance, earning Continuing Education Units, policies, and more: [www.hccs.edu/continuing-education/students/](http://www.hccs.edu/continuing-education/students/). The Student Handbook can be found at [www.hccs.edu/district/students/student-handbook/](http://www.hccs.edu/district/students/student-handbook/).

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's

responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf>.

### **Virtual Classroom Conduct:**

As with on-campus classes, all students in HCC Distance Education courses (including Hybrid Courses) are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with faculty and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or being removed from the class.

### **Academic Dishonesty:**

HCC commits itself to the preparation of professionals and scholars. Such a mission demands the highest standard of academic honesty and integrity. 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.

### **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, tutoring, or testing occurs. The duplication and/or reproduction of any class material(s) without the consent of the author or instructor is strictly prohibited. This also goes for the Online side of this class, you may not reproduce or duplicate any materials without the instructor's guidance as well as consent. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

### **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 near the end of the term, 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 department 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. For more information, you may go to the following site for these evaluations:

<http://central.hccs.edu/students/egls3/>

### **Student Concerns**

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.

## Student Assignments and Assessments

<b>Assignment</b>	<b>Points</b>	<b>Percentage</b>
Midterm Exam 1	100	10%
Midterm Exam 2	100	10%
Final Exam	100	10%
Quizzes (10)	100	10%
Partner Presentation	12.5	1.25%
Impromptu Speech	12.5	1.25%
Narrative/Personal Experience Speech	12.5	1.25%
Special Occasion Speech	12.5	1.25%
Informative Speech Outline	50	5%
Informative Speech	100	10%
Persuasive Speech Outline	50	5%
Persuasive Speech	100	10%
Group Project Outline	50	5%
Group Project Speech	100	10%
Participation	100	10%
<b>Total</b>	<b>1000</b>	<b>100</b>

### Course Schedule<sup>3</sup>

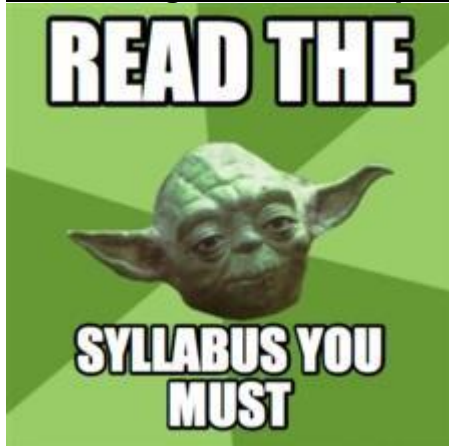
Week	Date	In Class	Homework
1	Monday, January 15	MLK Holiday	Prepare for Class
	Wednesday, January 17	Weather Closure	
2	Monday, January 22	Introduction to the Course; <b>Self-Introduction</b>	Read the Course Text, Chapters 1 and 2
	Wednesday, January 24	<b>Quiz on the Reading;</b> Getting Started; Understanding Speaking and Listening	Read Chapters 3 and 4
3	Monday, January 29	<b>Quiz on the Reading;</b> Speaking Ethics; Addressing Speech Anxiety	Get Ready for Impromptu Speeches
	Wednesday, January 31	<b>Impromptu Speeches</b>	Read Chapters 5, 6, 7 and 8
4	Monday, February 5	<b>Quizzes on the Reading;</b> Speech Preparation	Prepare for Narrative/Personal Experience Speech
	Wednesday, February 7	<b>Narrative/Personal Experience Speeches</b>	
5	Monday, February 12	<b>Narrative/Personal Experience Speeches</b>	Read Chapters 9, 10, and 11
	Wednesday, February 14	<b>Quiz on the Reading;</b> Organization I	Read Chapters 12, 13, and 14
6	Monday, February 19	President's Day	
	Wednesday, February 21	<b>Quiz on the Reading;</b> Organization II	Review Chapters 1-14
7	Monday, February 26	<b>Midterm 1</b>	Read Chapters 15 and 16
	Wednesday, February 28	<b>Quiz on the Reading;</b> Supporting Materials and Reasoning; Language, Style, Attention, and Interest	Read Chapters 17 and 18
8	Monday, March 5	<b>Quiz on the Reading;</b> Language, Style, Attention, and Interest	Read Chapters 19, 20, and 21
	Wednesday, March 7	<b>Quiz on the Reading;</b> Credibility, Motivational Appeals, and Informative Strategies	Read Chapters 23 and 24
SB	Monday, March 12	Spring Break	
	Wednesday, March 14		
9	Monday, March 19	<b>Quiz on the Reading;</b> Modes of Delivery and Practice	Complete Annotated Bibliography
	Tuesday, March 20	<b>Informative Annotated Bibliography Due Electronically by 8PM</b>	Read Chapters 25 and 26

<sup>3</sup> Please note this syllabus is subject to change.



	Wednesday, March 21	<b>Quiz on the Reading;</b> Vocal and Physical Delivery	Prepare Informative Speech Worksheets
10	Monday, March 26	Informative Speech Workshop	Complete Outline
	Tuesday, March 27	<b>Informative Outline Due Electronically by 8PM</b>	Practice for Informative Speech
	Wednesday, March 28	<b>Informative Speeches</b>	
11	Monday, April 2	<b>Informative Speeches</b>	Read Chapters 22; Prepare Self-Evaluation
	Tuesday, April 3	<b>Last Day to Withdraw</b>	
	Wednesday, April 4	<b>Quiz on the Reading;</b> Persuasive Speaking	Review Chapters 15-26
12	Monday, April 9	<b>Midterm 2</b>	Complete Annotated Bibliography
	Tuesday, April 10	<b>Persuasive Annotated Bibliography Due Electronically by 8PM</b>	Read Chapters 27, 28, and 29
	Wednesday, April 11	<b>Quiz on the Reading;</b> Presentation Aids, Adaptation and Q & A; <b>Take-Home Quizzes on Chapters 30-35 distributed in class</b>	Prepare Persuasive Speech Worksheets; Read Chapters 30, 31, 32, 33, 34, and 35
13	Monday, April 16	Persuasive Speech Workshop	Complete Outline
	Tuesday, April 17	<b>Persuasive Outline Due Electronically by 8PM</b>	Practice for Persuasive Speech
	Wednesday, April 18	<b>Persuasive Speeches</b>	
14	Monday, April 23	<b>Persuasive Speeches</b>	Complete Quizzes
	Wednesday, April 25	<b>Special Occasion Speeches;</b> Group Work/Take Home Quizzes Due in the 1 <sup>st</sup> 5 minutes of class	Prepare for Group Project Complete Group Outline
15	Monday, April 30	Group Work	
	Wednesday, May 2	Group Project in Class; Group Outline Due Electronically by 8pm	Review Chapters 27-35
F	Monday, May 7	Final Exam @11AM	Enjoy your Summer

## Instructor guidelines and policies



### **Attendance:**

Attendance is required for the successful passage of this course. I expect you to attend class every day. I will take roll via a sign-in sheet at the beginning of class. As this is the only recorded indication that you were present in class, you must sign in, as I will not verify your attendance any other way. Failure to sign the sign-in sheet = an absence. Excessive absences, tardiness, and leaving class early may prohibit the successful completion of this course. I will usually collect the roll sheet after the first 10 minutes of class. If a student is more than thirty minutes late, the student will receive half of an absence. If a student is thirty or more minutes late, they will be marked as absent. If a student leaves early, regardless of the circumstances, they will also receive half of an absence.

After you are absent four times, regardless of the reason, should your fifth absence occur on or before Tuesday, April 3, you will automatically be dropped from the class. Any student receiving their fifth absence after Tuesday, April 3, will automatically receive a grade of zero for overall course participation. There are, however, some noteworthy caveats to this policy:

- 1) If you are absent on days during which you are scheduled to turn in a written assignment, because of electronic submission, the time and date that the paper is due will NOT change;
- 2) If you are absent on days in which you are scheduled to give a presentation before the class, or so late that it makes it difficult to complete that presentation in which you are scheduled to participate, you will receive a zero on the assignment;
- 3) If you miss any assigned reading or assignments on any day that you are absent, it is your responsibility to get that material from a classmate;
- 4) If your absence was anticipated in advance (as in the case of a religious holiday, a court proceeding, or something similar), or was the product of an emergency that could be documented (bereavement, illness, or something similar), the student may complete a petition for an excused absence (available from the instructor). The instructor, at his discretion, will determine whether he will accept the work or in the case of a missed exam, allow the work to be made up. Regardless of any successful petition to make up or reschedule work missed, the student may still only be absent four times as indicated above.

**Assignments:**

Specific assignment guidelines will be presented in class. Copies of these guidelines will be available via the Eagle Online Learning System. Assignments must be completed on the assigned days. Speeches must be completed on the assigned days. Speech grades are based on in-class performance of the speech. No credit will be given for a speech unless it is delivered in class as assigned by the instructor.

All assignments are due when designated in the syllabus. I will not accept late assignments for credit. In submitting assignments, note the following:

- 1) Barring extraordinary circumstances, I will only accept assignments turned in online via the designated online submission format. If you do not turn it in as specified, you will not receive credit;<sup>4</sup>
- 2) If there is a problem with submitting your document, it is more likely your fault than mine. If you anticipate problems, submit your assignment in advance of the due date.

**Exams and Quizzes:**

All exams and quizzes are timed (60 minutes for exams and 10 minutes for quizzes) and you may use any notes that fit on one 3" by 5" note card (only one card per student and these cards may not be shared). Once the quiz or exam has begun, you may not leave the class until the quiz or exam is complete, and you may not use any electronic devices at all. Doing either one of these may result in an automatic grade of zero for that quiz or exam.

Most quizzes occur in the first ten minutes of class. If you are one minute late, you have nine minutes to complete it, if you are two minutes late, you have eight minutes to complete it, etcetera. After 5 minutes, you will no longer be able to take the quiz. Exams occur under similar circumstances, they occur in the first hour of class, and every minute you are late will reduce the amount of time you have available for the exam.

**Make-up Exams:**

If your absence was anticipated in advance (as in the case of a religious holiday, a court proceeding, or something similar), or was the product of an emergency that could be documented (bereavement, illness, or something similar), the student may complete a petition for an excused absence (available from the instructor). This does not mean that your absence does not count, it simply means that you may, at my discretion, be able to make up a missed assignment. The instructor, at his discretion, will determine whether he will allow the student to make-up the assignment based upon that petition. This only applies to individual assignments that are worth 100 points or more.

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<sup>4</sup> I will make an exception if you can provide documentation indicating that I have permitted such an exception

**Cell phones and other electronic devices:**

Please make sure your electronic devices are silent during class. Do not tweet, text, engage in any sort of non-course related electronic shenanigans and keep your phone on silent. If you fail to do so, you may be asked to leave the class (and if you are due to give a presentation that day, you may simply be assigned a grade of zero for the assignment). If this happens excessively, you will receive a grade of zero on class participation. If you have an electronic device and it goes off during a quiz or exam, you may receive a grade of zero for the quiz or exam. You may never access an electronic device during a quiz or exam, period, as doing so may result in a failing grade.

**Assignment Format:**

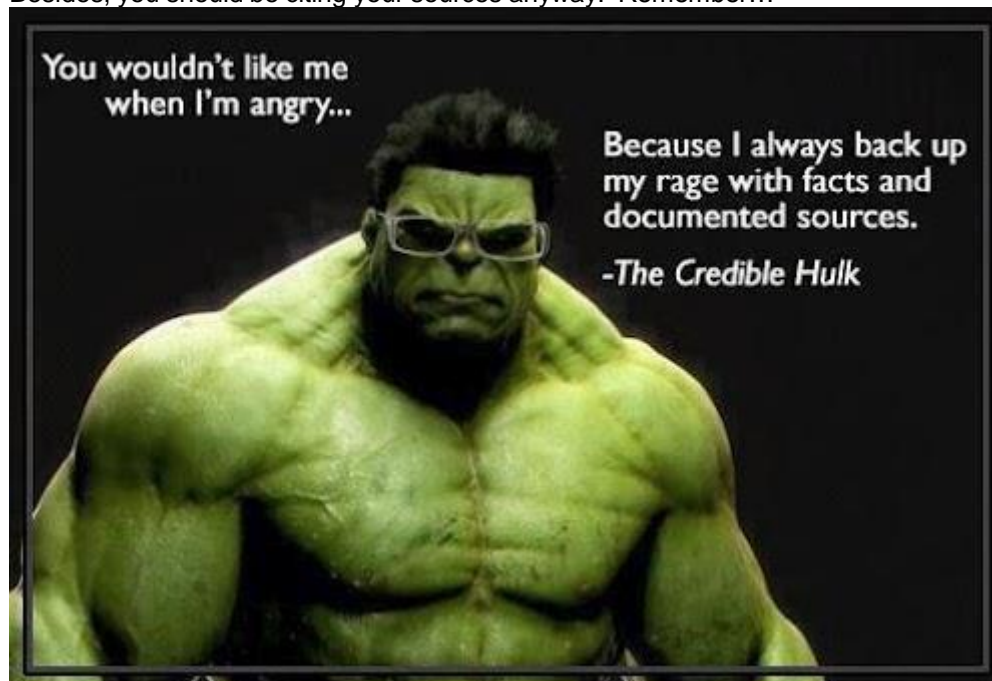
Some assignments will require you to utilize the library or other reference sources to obtain supporting material. Please document sources accordingly using MLA or APA citation guidelines (where designated as necessary) and use spelling and grammar check. Please also note that general reference materials, like dictionaries and encyclopedias, especially Wikipedia, Yahoo Answers, EHow and the like do not constitute acceptable research. In fact, you should NEVER cite the aforementioned as sources for anything in this class (or any class for that matter).

Specific format guidelines will be available with each assignment.

**Plagiarism:**

Any plagiarized assignment will automatically receive a zero. If anything you submit is plagiarized, all parts of that assignment may receive a grade of zero. For example, if you give a presentation, and the outline was plagiarized, you may receive a zero on the speech and on the outline. If you fail to turn in an outline on time, in you must still turn an outline in (or any materials used) if you deliver a speech. If you are caught plagiarizing, you will not receive a chance to make that assignment up. If you are caught plagiarizing more than once, you will automatically fail the class. For a guide on avoiding plagiarism, please go to <http://library.hccs.edu/plagiarism>.

Besides, you should be citing your sources anyway. Remember...



**Technology/E-mail:**

A good deal of the material for this course will require you to make use of the Canvas Eagle Online Learning System. Please check these resources often. I will often post information necessary for the successful completion of this course. Because of the many computers made available at this institution, lack of access to a computer is not a valid excuse for failing to consult the necessary material posted there.