

South Texas College  
Division of Liberal Arts and Social Sciences  
Communication Arts Department  
Section Outline  
Fall 2018

**Instructor Information:**

**Instructor Name:** Luis Alaniz

**Office Location:** La Joya Early College High School, EC7

**Office Telephone:** LJECHS Office

**Fax #:** (956) 872-2393

**E-Mail Address:** lalaniz4@southtexascollege.edu

**Office Hours:** 12:00 PM - 12:50 PM, daily

**Course Information:**

**Course Name:** Introduction to Speech Communication

**CRT HRS:03 LEC HRS:03 Lab HRS:00**

**Course Number:** SPCH 1311 (S56, S57, S58, S59)

**Course/Classroom Location /Days and Time Class Meets:**

**Introduction to Speech Communication – SPCH 1311**

**La Joya Early College High School, EC7**

**Monday-Friday, 9:35 - 10:25 am, 12:55 - 1:45 pm, 1:50 - 2:40 pm, 3:40 - 4:30 pm**

**Catalog Course Description:**

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

*Prerequisite: Eligible for ENGL 1301 or enrollment in INRW 0304 as corequisite*

**Program Learning Outcome** – This course satisfies the core option component of the core curriculum for communication majors.

**Course Learning Outcomes**

1. Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening and audience analysis
2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication
3. Apply small group communication skills including: problem solving, group roles, leadership styles and cohesiveness.
4. Develop, research, organize, and deliver formal public speeches
5. Recognize how to communicate within diverse environments

**Texas Higher Education Coordinating Board Core Objectives for Component Area**

- **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
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making

- **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

The following matrix identifies the process for assessment of the required Core Objectives and Course Learning Outcomes

*Table 1 Core Objective, Course Learning Outcomes and Assessment*

<b>Required THECB Core Objectives</b>	<b>Applied to Course Learning Outcomes Determined by Department</b>	<b>Assessment Determined by Department</b>	<b>Passing Standard</b>	<b>Target: Expected % of Students Meeting Core Objective</b>
<b>Communication Skills</b>	CLO 1 Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.	Interview Project	Approved passing standard on Institutional Rubric	70%
<b>Personal Responsibility</b>	CLO 2 Demonstrate how to establish and maintain relationships through the use of interpersonal communication.	Interpersonal Communication Assignment	Approved passing standard on Institutional Rubric	70%
<b>Teamwork</b>	CLO 3 Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.	Group Project	Approved passing standard on Institutional Rubric	70%
<b>Critical Thinking Skills</b>	CLO 4 Develop, research, organize, and deliver formal public speeches.	Speech	Approved passing standard on Institutional Rubric	70%
<b>Social Responsibility</b>	CLO 5 Recognize how to communicate within diverse environments	Test, Journal or Discussion	Approved passing standard on Institutional Rubric	70%

### **Course Requirements, Evaluation Methods, and Grading Criteria**

This section should reflect the instructor's section requirements, methods of evaluation, and grading policy. A combination of oral assignments, written assignments, in-class

quizzes/examinations, oral presentations, and classroom activities can be used to evaluate student performance. Each instructor will have at his/her discretion, the ability to combine the admixture to evaluate student performance. Students may display their level of understanding of the learning outcomes in several manners.

**Evaluation:**

- a. Evaluation method for course learning outcomes
- b. Grading Criteria

**Required Textbook & Resources:**

Beebe, S. A., Beebe, S. J. & Ivy, D. K. (2016). *Communication: Principles for a Lifetime* (6<sup>th</sup> ed.). U.S.: Pearson.

**Course Requirements, Evaluation Methods, and Grading Criteria**

**Grading Criteria:**

Assignment	Points
Journal Questions (12)	120
Reading Quizzes (12)	120
Exam 1 (Midterm)	130
Exam 2 (Final)	130
Motivation (FlipGrid)	50
Portfolio	30
Group Presentation Assignment	140
Interview Assignment	140
Presentational Speech	140
<b>Total</b>	<b>1,000</b>

Grades will be distributed in the following manner:

A: 1,000-900, B: 899-800, C: 799-700, D: 699-600, F: 599-0

**Attendance and Participation.** Good attendance contributes to a positive learning environment, and you can't do your best in this course if you do not attend regularly. There are many things to be learned on a daily basis that are not measured directly. Since we know your objective is to increase your learning, our assumption is that you will attend class. **It is your responsibility to get the information covered in the classes missed.**

***Motivation Score:** You will receive a motivation score based on in person, online discussions using Flipgrid.and communication journals. There will be 10 discussions worth a total of 50 points.*

***Attendance:***

If you are participating in officially sponsored college activities; for observance of religious holy days; or for military service contact the instructor in advance of the absence and arrange to make

up missed work or examinations.

**Note:** Attending class means being **punctual and participating**. *Punctuality is defined as being no more than five minutes late at the beginning of class and remaining until the class is officially dismissed. It is your responsibility to sign the attendance sheet each day. If you do not sign in (for whatever reason) you will be considered absent. Participating is defined as taking part in all group activities and discussions.*

**Comprehensive Portfolio** - Throughout the semester you will keep an online portfolio using a website or blog that captures your classroom reflections, activities, projects, assignments and course work. The purpose of this portfolio is to allow you to apply communication theory and skills to your own interpersonal relationships in a variety of contexts and to be able to present a comprehensive review of your coursework and personal development which allows you to showcase gained skills, met objectives and to ultimately apply your communication skills professionally.

**Communication Journal** – Throughout the semester you will keep a journal about human communication. The purpose of this journal is to allow you to apply communication theory and skills to your own interpersonal relationships in a variety of contexts. Your journals will be submitted via Blackboard for grading and also be posted into your portfolio for public review. Throughout the semester you will be given journal questions to answer. Journal questions will be assigned and turned in on specified dates and times. Answers to journal questions must be at least one-page double spaced using 12-point font, one inch margins, include a cover page and a work cited page.

**Reading Quizzes** – You are expected to read assigned material before coming to class and to be prepared to discuss it. Reading quizzes are short quizzes over the assigned reading that will be a regular part of this course. The reading quizzes will serve as part of the review for the tests. Please note that you will only be given 6-10 minutes to take each Reading Quiz; so give yourself ample time to study.

**Examinations** – You will take two exams. Each exam is multiple choice format and objective based. Study guide questions for each chapter will be provided. Answering these study guide questions as you work through the chapters will prepare you for the exams. Each exam includes 50 multiple-choice items at a total of 130 points possible. No exams can be made up unless there is a documented excuse approved by the instructor.

### **Interview Assignment**

This assignment provides you with a highly realistic interviewing experience. It is important for students to see the selection process from both sides of the desk because you will play both roles in your professional and social lives. Though many students are interested only in the one role. You will be play various roles through life, but you will be involved frequently in the process with the organizations that employ you, regardless of your job description. There will be several methods to complete the assignment, either by phone interview, in-person or with other students.

### **Group Assignment**

You will work in groups to develop, organize, and deliver a presentation. This will help students develop small group and team interaction skills and recognize the importance of working as a team to achieve high productivity. The persuasive presentation is worth 140 points and a rubric, and detailed description will be provided.

### **Presentational Speech Assignment**

You will develop, organize, and deliver one persuasive presentation. The assignment description, evaluation criteria, and evaluation forms will be provided. The persuasive presentation is worth 140 points and a rubric, sample outline and detailed description will be provided.

**Writing Policy** – All written work must be typed, double-spaced and meet the criteria for college-level writing. The journal answers and all other written assignments should not only meet the criteria specified in the assignment descriptions but also be **coherent, organized, and grammatically correct**. In addition, please follow the APA manual when necessary.

**Academic Integrity and Dishonesty** – The student is expected to do **their own work** for this course. Cheating, plagiarism and collusion are acts of academic dishonesty and will not be tolerated in this course. Academic dishonesty violates policy set forth in the Student Handbook pp. 17-18 and will be dealt with by the following sanctions: (1) earn a “0” on the assignment; (2) fail the course; and (3) report this incident to the Dean. See Student Handbook pp. 17-18 for additional information about this matter.

**Reading** – The student is expected to read chapters and other assigned reading as assigned and be thoroughly familiar with the syllabus. I will notify you of any changes to the tentative schedule of readings, assignments, and exams. For this three-week course, there will often be multiple chapters assigned for the upcoming day; this is the nature of such a short semester. You must come to class having read and be prepared to discuss the content.

**Emergency Statement:** *In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to change when necessitated by revised course delivery, semester calendar or other circumstances. Information about changes in this course can be obtained at the Blackboard course web page at <http://southtexascollege.blackboard.com> Log onto Blackboard and read any announcements and /or alternative assignment. Students are also encouraged to continue the readings and other assignments as outlined on this syllabus or subsequent syllabi.*

### **Developmental Studies Policy Statement:**

*The College’s Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.*

**Equal Education and Equal Employment Opportunity** *South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic*

*information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This policy extends to individuals seeking employment with and admission to the College.*

**Title IX Statement:** *Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Questions or requests for information regarding Title IX, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to the Title IX Coordinator or Deputy Title IX Coordinators as listed at <http://www.southtexascollege.edu/about/notices/title-ix.html>*

**Pregnant and Parenting Students:** *South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodations should contact Counseling and Student Disability Services immediately at 956-872-2173 or [disability@southtexascollege.edu](mailto:disability@southtexascollege.edu)."*

**Alternative Format Statement:** This document is available in an alternative format upon request by calling ( 956 ) 872-2366.

**ADA Statement:** *Students with disabilities requiring assistance or access to receive services should contact Counseling & Student Disability Services at (956) 872-2173.*

**Veterans Statement:** The STC Office of Veterans Affairs provides support services to our military veterans and their dependents, and assists them in applying for and obtaining their educational benefits. Contact the Office of Veterans Affairs (Bldg. K2.602, K2.604) at 956-872-6723 for questions or to set an appointment.

**Topic Outline/Tentative Course Schedule– A general description of each lecture or discussion and dates**

**Fall 2018 Semester (SPCH1311)**

<b>Date</b>	<b>Learning Objective</b>	<b>Have Read/Due</b>
<b>Week 1</b> <b>Aug 27</b>	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Foundations of Communication &amp; Awareness</li> </ul>	<b>Chapters 1 &amp; 2</b>  <b>RQ 1</b>  <b>RQ 2</b>  <b>Flipgrid 1</b>  <b>Journal 1</b>  <b>Journal 2</b>
<b>Week 2</b> <b>Sep 3</b>	<ul style="list-style-type: none"> <li>• Understanding Verbal Messages</li> <li>• Understanding Nonverbal Messages</li> </ul>	<b>Chapters 3 &amp; 4</b>  <b>RQ 3</b>  <b>RQ 4</b>  <b>Journal 3</b>  <b>Flipgrid 2</b>
<b>Week 3</b> <b>Sep 10</b>	<ul style="list-style-type: none"> <li>• Listening and Responding</li> <li>• Adapting to Others: Diversity and Communication</li> </ul>	<b>Read Ch. 5 &amp; 6</b>  <b>RQ 5</b>  <b>RQ 6</b>  <b>Journal 4</b>  <b>Flipgrid 3</b>
<b>Week 7</b> <b>Sept 17</b>	<p align="center"><b>Exam 1</b></p> <ul style="list-style-type: none"> <li>• Understanding Interpersonal Communication</li> <li>• Enhancing Relationships</li> <li>• Introduce Interview and Group Assignments</li> </ul>	<b>Chapters 7 &amp; 8</b>  <b>RQ 7</b>  <b>RQ 8</b>  <b>Journal 5</b>  <b>Journal 6</b>  <b>Flipgrid 4</b>

<b>Week 8</b> <b>Oct 1</b>	<ul style="list-style-type: none"> <li>• Understanding Group and Team Performance</li> <li>• Enhancing Group and Team Performance</li> </ul>	<b>Chapters 9 &amp; 10</b> <b>RQ9</b> <b>RQ 10</b> <b>Journal 7</b> <b>Flipgrid 5</b>
<b>Week 9</b> <b>Oct 8</b>	<ul style="list-style-type: none"> <li>• Speaking to Persuade</li> <li>• Interview Workshop</li> </ul>	<b>Chapter 15</b> <b>RQ 4</b> <b>Journal 8</b> <b>Flipgrid 6</b>
<b>Week 10</b> <b>Oct 15</b>	<b>Interviews</b>	<b>Interviews</b> <b>Journal 9</b> <b>Flipgrid 6</b>
<b>Week 11</b> <b>Oct 22</b>	<ul style="list-style-type: none"> <li>• Developing Your Speech</li> <li>• Organizing and Outlining Your Speech</li> <li>• Delivering Your Speech</li> </ul>	<b>Chapters 11, 12 &amp; 13</b> <b>RQ 11</b> <b>RQ 12</b> <b>Journal 10</b>
<b>Week 12</b> <b>Oct 29</b>	<b>Group Assignment</b>	<b>Group Assignment</b> <b>Journal 11</b> <b>Flipgrid 9</b>
<b>Week 13</b> <b>Nov 5</b>	<ul style="list-style-type: none"> <li>• Group Assignment cont.</li> <li>• Speaking to Inform</li> <li>• Presentation Workshop</li> </ul>	<b>Chapters 14</b> <b>Journal 12 / Draft</b> <b>RQ 6</b>
<b>Week 14</b> <b>Nov 12</b>	<b>Exam 2</b> <ul style="list-style-type: none"> <li>• Group Assignment cont.</li> <li>• Presentation Workshop 2</li> </ul>	<b>Group Presentations</b> <b>Flipgrid 10</b>

<p><b>Week 15</b> <b>Nov 19</b></p>	<p>Thanksgiving</p>	
<p><b>Week 16</b> <b>Nov 26</b></p>	<ul style="list-style-type: none"> <li>• Presentational Speech Prep.</li> </ul>	
<p><b>Week 17</b> <b>Dec 3-14</b></p>	<ul style="list-style-type: none"> <li>• <b>Presentational Speech</b></li> </ul>	<p><b>Folder, Typed Outline, APA Bib due</b></p>