

Introduction to Speech Communication

SPCH 1311

Section 151

Class Format: Online

Instructor: Macee Franco, Adjunct Faculty Member

Email: mfranco@southplainscollege.edu

Email Policy:

- You are responsible for checking your South Plains email account regularly for assignments and other information. It is a good idea to check your email daily to be aware of such information.

TEXTBOOK INFO:

Communication: Making Connections, 11th Edition (Seiler, Beall, Mazer)

- You can purchase from the website, sp-levbookstore.com or you can go to the bookstore in Levelland and purchase.
- If you order from the bookstore online or in store, and if you have Financial Aid, you can purchase it using their financial aid. You can also go to the Pearson website and purchase it, but cannot use Financial aid and will need to pay out of pocket.
- If you need assistance with the process, contact the SPC Bookstore:
 - Email: patricia.wells@bibliu.com / Phone: 806-716-2097

Reach out to Library with any questions that you might have.

We will use **One Drive** to upload all speeches in this class. Direct links will be provided in the weekly modules.

Course Description:

This course is a beginning course in speech communication which clarifies general principles of communication common to all settings. The course applies communication concepts and skills improvements to intrapersonal, interpersonal and public speaking settings.

Course Objectives:

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

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

Course Purpose and Student Learning Outcomes:

The purpose of this course is to introduce principles and concepts of human communication and to provide opportunities to practice skills associated with those principles and concepts.

The student learning outcomes including building opportunities to practice skills associated within the areas of intrapersonal, interpersonal, and public include building

1. The Nature of Communication

- 1.1 understand how communication helps make connections in one's daily life
- 1.2 distinguish the differences of intrapersonal, interpersonal and public communication
- 1.3 learn the essential components of the communication process.

2. The Basic Intrapersonal and Interpersonal Concepts of Understanding One's Self and Relationships between Self and Others

- 2.1 define and understand the development of self-concept, self-image, and perception and how each impacts interpersonal relationships.
- 2.2 define self-disclosure and identify its purpose and proper use
- 2.3 evaluate one's own interpersonal communication, with particular interest in effective listening and plan ways to improve.
- 2.4 realize the value of effective verbal and nonverbal communication in the overall communication process.
- 2.5 understand the stages of relationship development and deterioration
- 2.6 explain what interpersonal conflict is and how to resolve it.

3. The Importance of Group & Team Communication

- 3.1 demonstrate effective problem solving in group communication.
- 3.2 recognize the importance technology plays in the enhancement of group communication
- 3.3 identify roles and responsibilities of group members
- 3.4 establish the importance of cohesiveness in small group interactions.
- 3.5 identify leadership styles and their application to real-world situations

4. The Development, Organization and Delivery of a Formal Presentation

- 4.1 define differences in informative and persuasive speaking
- 4.2 understand the importance of audience analysis
- 4.3 construct and effective introduction, body, and conclusion
- 4.4 construct and use a correct key word/phrase outline
- 4.5 judge effective delivery and use of sensory aids by self and others
- 4.6 define, identify, and manage his/her own communication apprehension.
- 4.7 construct and deliver effective presentations

Intellectual Exchange Statement

In South Plains College courses, the instructor will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302.

Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or email dburleson@southplainscollege.edu for assistance.

CARE (Campus Assessment, Response, and Evaluation) Team

South Plains College is committed to ensuring the safety, health, and well-being of its students and community. To support its campus community SPC has a CARE Team. This is a dedicated group of campus professionals responsible for assessing and responding to students who could benefit from academic, emotional, or psychological support, as well as those presenting risk to the health or safety of the community. If you see someone experiencing challenges, appearing distressed, posing a threat to their safety or someone else's safety, or causing a significant disruption to the SPC community, please submit a CARE Team referral. You may also submit a referral for yourself if you would like additional support. NOTE: In cases where a person's behavior poses an imminent threat to you or another, contact 911.

Campus Concealed Carry Statement

Texas Government Code 411.2031, et al. authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked

Questions, please refer to the Campus Carry page
at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

COVID-19 (Rev. 3/18/2024)

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19.

Cough, shortness of breath, difficulty breathing

Fever or chills

Muscles or body aches

Vomiting or diarrhea

New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness,
at dedens@southplainscollege.edu or 806-716-2376

SPC will follow the recommended 3-day isolation period for individuals that test positive. Please note that day 0 is the date of positive test. Day 1 begins the first full day after the date of positive result.

COVID reporting

Please have students and employees notify DeEtte Edens if they have tested positive to verify dates before returning to class or work.

The home tests are sufficient but students need to submit a photo of the positive result. The date of test must be written on the test result and an ID included in the photo. If tested elsewhere (clinic, pharmacy, etc.), please submit a copy of the doctor's note or email notification. Results may be emailed to DeEtte Edens, BSN, RN at dedens@southplainscollege.edu.

A student is clear to return to class without further assessment if they have completed:

The 3-day isolation period, symptoms have improved and

they are afebrile for 24 hours without the use of fever-reducing medication.

Please instruct students and employees to communicate with DeEtte Edens prior to their return date if still symptomatic at the end of the 3-day isolation.

Exposed individuals will not be required to quarantine. If exposed, SPC does request individuals closely monitor themselves. If an individual does become symptomatic, please do not attend class or work and be tested.

Artificial Intelligence Statement

Purpose of Artificial Intelligence (AI) Applications:

AI applications such as ChatGPT, OpenAI, Bard, Grammarly, WordTune and others are advanced language models designed to aid and engage in meaningful conversations, as well as, generate and revise content. AI is intended to supplement learning, stimulate critical thinking, and enhance academic discourse. However, its use comes with certain responsibilities.

Academic Integrity:

Using AI to generate academic work, including essays, reports, or assignments, without proper attribution is a violation of SPC academic integrity policies. Plagiarism undermines the learning process and is strictly prohibited. Students must ensure that their work reflects their own ideas, research, synthesis, and analysis and appropriately cites all sources, including AI.

Collaboration and Consultation:

While AI can be a valuable resource, it is essential to strike a balance between seeking assistance and maintaining personal responsibility. Collaboration with peers, consulting instructors, and utilizing other approved learning resources should be prioritized. Overreliance on AI for solutions without actively engaging in the learning process is discouraged and can be grounds for academic integrity violations. Utilizing AI as a tool for brainstorming or research is allowed but the writing should be the student's own work and thoughts.

Critical Thinking and Originality:

AI usage can provide suggestions and information, but it is essential to critically evaluate the responses and exercise independent thought. Relying solely on AI for answers deprives students of the opportunity to develop their analytical and problem-solving skills. In assignments where originality, creativity, and independent thinking are valued, AI would be detrimental to the student learning process. Critical thinking and originality emphasize the importance of independent thinking in all academic endeavors as part of the student's learning experience apart from outside influence and offers the student the opportunity to refine their unique, individual voice through academic discourse with other students and faculty.

Ethical Use and Bias Awareness:

AI is trained on large amounts of data from the internet, which may include biased or inaccurate information. Be mindful of the potential for bias and critically evaluate the responses provided by AI. Therefore, when using AI, just like with using any other database, students must verify that the information is from reliable sources, question any potential biases, and ensure that the information and sources used in the paper are neutral, peer-reviewed sources.

Responsible Engagement:

Students should engage with AI in a respectful and responsible manner and avoid using offensive language, discriminatory remarks, or engaging in any form of harassment or inappropriate behavior. Students should also uphold the standards of respectful communication in addressing both AI and fellow classmates.

Compliance with South Plains College Policies:

Policies regarding the appropriate use of AI in South Plains College courses are set by instructional departments and individual instructors. Appropriate use of AI may range from strict prohibition to assignments they may require the use of AI. Misusing or violating the guidelines outlined in this syllabus warning may result in disciplinary action, including academic penalties. Students are expected to familiarize themselves with the specific course policies regarding the use of AI and adhere to them throughout the semester.

Remember, AI can be a tool to support your learning in certain courses and assignments, but it cannot replace the critical thinking, creativity, and independent work that are integral to your overall academic growth.

Assignment Descriptions:

Weekly Chapter Quizzes:

You will complete a short 10 question OPEN BOOK - OPEN NOTE quiz over all of the weekly chapter readings! This will ensure your reading of the material and help to enhance your knowledge of the subject matter.

PRCA Submission:

You will complete a communication apprehension analysis and post your results on an assignment submission link.

Speeches:

You will complete 2 speeches in this class. ALL speeches must be classroom appropriate. There is NO exception to this rule. The first one will be your introduction video to the course (minimum 1 minute, maximum 1 minute 30 seconds). The next speech will be your final presentation where you will choose one topic from the book, create a PowerPoint, have a real-world application and upload it on one drive (minimum time 4 minutes, maximum time 5 minutes).

Final Presentation Guidelines & Rubric posted on Blackboard.

IMPORTANT: Your initial video posts are due no later than Friday evenings at midnight in order to give your classmates ample time to craft their feedback post.

- It is vital for the participation part of this course that you respond to 1 classmate's video. Your **feedback response** will involve responding to one of your classmate's original video, responding to any aspect of their video in a maximum of 250 words. Please remain respectful and considerate in your writing. This includes treating one another with civility and proofreading all posts before submitting them. Posts should be written in a formal (scholarly) manner (as opposed to conversational banter with emoticons, abbreviations, and slang that you would not otherwise use in an academic manuscript).

Self Critique:

You will write a self-evaluation of your introduction speech. Assignment details will be in the week 2 module.

Discussion Board Posts & Responses (2 in total):

You are assessed on the *quality* of your contributions, not just the *quantity* or *length* of what you say. Thus, your posts and responses should clearly demonstrate you have done the readings, critically analyzed them, and are helping facilitate a scholarly conversation amongst your classmates. Please see the process for this below:

(1) Your **original post** will involve a response to your professor's prompt (as well as a discussion-producing question you create. Your post in total should be no longer than 450 words and is **due no later than Friday evenings at midnight** in order to give your classmates ample time to craft their feedback post.

(2) Your **feedback post** will involve responding to one classmate's original post, responding to any aspect of their post or question in a maximum of 250 words. Please remain respectful and considerate in your writing. This includes treating one another with civility and proofreading all posts before submitting them. Posts should be written in a formal (scholarly) manner (as opposed to conversational banter with emoticons, abbreviations, and slang that you would not otherwise use in an academic manuscript).

Participation:

Participation involves completing each of the assignments and responding to classmates. Also, turning in all work on time ensures ample participation. PLEASE NOTE: discussion board and video postings DUE dates in order for other students to respond to your videos and discussion boards. This plays a large role in participation in this class and that is how the participation grading will be assessed.

Grading:

I DO NOT ACCEPT LATE WORK please complete **all** work on time. If you do not submit assignments on-time, you will receive a 0. The only exception to this policy is a documented approved excused absence. Class begins each week on Monday and ends Sunday at 11:59 p.m.

- All assignments are due the Sunday of the module week by 11:59 p.m. with the exception of July 1st (assignments in the final module are DUE July 1st by 11:59 p.m.) ** - the final week will be opened up weeks in advance to allow you ample time to finish the module. ***note special grading notes on course calendar and for final presentation.

Type of Assignment	Points Received/Points Possible
Introduction Speech	/50 points
Introduction Speech Response	/25 points
Introduction Speech Self Critique	/25 points
PRCA Submission	/30 points
Discussion Board Posts (2) @ 30 pts each	/60 points
Discussion Responses @ 20 pts each	/40 points
Weekly Quizzes over Chapter Readings (15 quizzes @ 20 pts each)	/300 points
Final Presentation	/100 points
Participation	/70 points
<i>Total Points Earned</i>	<i>/700 points</i>

Course Calendar:

Date	TO DO:	Readings	Assignments Due
Week 1: 6/2-6/8	PURCHASE book Watch welcome video Post introduction Videos; Review of Syllabus, Schedule, & Assignments	Chapters 1, 2, 3	<ul style="list-style-type: none"> • Upload Introduction Video on One Drive • Respond to 1 classmates introduction video • Turn in Chapters 1,2 & 3 quizzes
Week 2: 6/9-6/15	Chapter Readings Weekly Assignments Weekly Chapter Quizzes	Chapters 4, 5, 6	<ul style="list-style-type: none"> • PRCA submission due • Introduction Speech Self Critique • Discussion Board #1 • Discussion Board Response to 1 classmate • Turn in Chapters 4, 5, & 6 quizzes
Week 3: 6/16-6/22	Chapter Readings Weekly Assignments Weekly Chapter Quizzes	Chapters 7, 8, 9	<ul style="list-style-type: none"> • Turn in Chapters 7, 8, & 9 quizzes • Discussion Board #2 • Discussion Board #2 response
Week 4: 6/23-6/29	Chapter Readings Weekly Chapter Quizzes Being working on Final Presentation (DUE on JULY 1 st by 11:59 p.m.) <i>*note video posting grading purposes</i>	Chapters 10, 11, 12	<ul style="list-style-type: none"> • Turn in Chapters 10, 11, & 12 quizzes • Work on final presentation
Week 5: 6/30-7/1	Chapter Readings Weekly Chapter Quizzes Final Presentation	Chapters 13, 14, 15	<ul style="list-style-type: none"> • Turn in Chapters 13, 14, & 15 quizzes • Final Presentation uploaded on One Drive (DUE on JULY 1st by 11:59 p.m.) <i>*note video posting grading purposes</i> • Respond to 1 classmates video • ALL week 5 assignments are due on FRIDAY JULY 1st by 11:59 p.m.

Course Calendar:

WEEK 1: June 2nd- June 8th

(Read: Chapters 1,2, 3)

- Read syllabus
- Create Flipgrid & Pearson account
- Upload introduction video on Flip Grid
- Respond to 2 classmates introduction video
- Complete chapters 1, 2 & 3 quizzes.

WEEK 2: June 9th - June 15th

(Read: Chapters 4, 5,6)

- Complete chapters 4, 5 & 6 quizzes.
- PRCA submission due
- Introduction Speech Self Critique
- Discussion Board
- Respond to 2 classmates

WEEK 3: June 16th – June 22nd

(Read: Chapters 7, 8, 9)

- Complete chapters 7, 8 & 9 quizzes.
- Discussion Board 2
 - Respond to 2 classmates

WEEK 4: June 23rd - June 29th

(Read: Chapters 10, 11,12)

- Complete chapters 10,11 & 12 quizzes.

WEEK 5: June 30th – July 1st

(Read: Chapters 13, 14, 15)

- Complete chapters 13, 14 & 15 quizzes.
- Final Presentation