

Course Syllabus

SPCH 1311 (3:3:0)

ONLINE Introduction to Speech Communication

Department Division of Arts and Sciences

Levelland

South Plains College

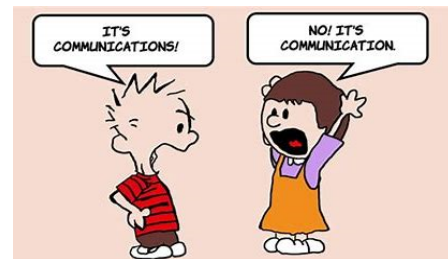
Spring 2024

Lissa Sharp

Course Title: SPCH 1311 - Introduction to Speech Communication

Instructor: *Lissa Sharp*, Adjunct Faculty Member

Availability: Telephone: (806) 716-2573
E-Mail: lsharp@southplainscollege.edu



Print this document for your reference.

Technical and Required Materials:

1. Our textbook is ***Communication: Making Connections, 11th Edition*** – Seiler, Beall and Mazer. It is an inclusive access TexBook (which means you already paid for it when you registered for the class). *More information is included later in the syllabus.
2. Access and ability to competently use an appropriate **computer** (+ printer + internet). Competent use includes the ability to send & receive Blackboard e-mail messages, attach & open **Word/PDF** documents, and post messages to discussion boards. A high-speed internet connection and the ability to view video content, participate in group collaboration, and record video content. Be *certain* you have the appropriate Computer equipment by visiting the SPC Instructional Technology Department's homepage. Direct technical questions to blackboard@southplainscollege.edu or call 716-2180.
3. Access and ability to competently use your own **video recording equipment**. The web cam on your computer may be used for video blogs, self-introduction presentation, collaborate sessions but it cannot be used for the Individual Presentation Final Exam. To record the Individual Presentation Final Exam, you may utilize your cell phone device if the video quality is good.
4. An audience of at least six adults (18 years or older; does not include the speaker but may include the video operator). The audience is required for the Individual Presentation Final Exam (at the end of the semester). All must be present for the entire presentation.

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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.

Core Objectives satisfied:

- 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

- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Course Purpose & 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 include building understanding and skills in the areas of intrapersonal, interpersonal, and public communication. Upon completion of the course the student should have a full understanding of:

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 (including group) and public communication.
- 1.3 learn the essential components in 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 an 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.

Disability 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 are 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 Center 806-716-2577, Lubbock Downtown Center 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

Diversity Statement

In this class, I will establish and support an environment that values and nurtures individual and group differences 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 diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Non-Discrimination

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

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.

COVID Protocol

Due to the nature of this class, it should not be impacted by this issue, however, you should monitor your health and notify appropriate personnel and your health care provider if they experience any symptoms related to COVID-19. All students, who have symptoms of COVID-19, should contact DeEtte Edens, BSN, RN in Health Services at dedens@southplainscollege.edu or at (806) 716-2376.

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.

TexBook Program

This course is in the SPC TexBook program, so you do not need to purchase a textbook or access code for this course. You will find the TexBook located in the *Getting Started Unit VitalSource item*.

- What is TexBook? The required textbook/digital content for this course is available to you in Blackboard from the first day of class. The charge for the textbook/digital content is the lowest price available from the publisher and bookstore and is included in your tuition.
- How do I access my TexBook? Your course material is in your Blackboard course from the first day of class. Access to your course material is provided by VitalSource inside our Blackboard course. VitalSource (and many publisher's) eBook features include the ability to hear the text read aloud, highlight, take notes, create flash cards, see word definitions, build study guides, print select pages, and download 100% of the book for offline access.
- Help with TexBook issues and support: visit:
Vital Source - support@vitalsource.com
Pearson Technical Support

Students: Text "Hi" to 1-866-264-0618

Technical Support website:

<https://support.pearson.com/getsupport/s/>

Speak with Tech Support Agent:

<https://support.pearson.com/getsupport/s/contactsupport>

· Opting out of TexBook: Participating in TexBook is not mandatory, and you can choose to opt out. However, by opting out you will lose access to the course textbook/digital content and competitive pricing, and you will need to purchase the required course material on your own. If you drop the class or opt-out before the opt-out deadline, the TexBook fee will be automatically refunded to your SPC account. The opt-out deadline for Fall and Spring is the twelfth-class day.

*Please consult with me before deciding to opt-out. If you still feel that you should purchase the course textbook/materials on your own, send an opt-out email to pwells@texasbook.com. Include your first name, last name, student ID number, and the course you are opting out of. Once you have been opted-out, you will receive a confirmation email. If you need assistance with the process, contact the SPC Bookstore:

Email: pwells@texasbook.com / Phone: 806-716-2097

Student Obligations

A. Punctuality

1. Students are required to complete and submit **ALL** assignments (activities, postings, examinations, etc.) on time, without exception. (Please see the section below titled 'Preparedness.') Generally, activities and exams close at 11:55 pm (CST) on the due date (typically a Sunday).
2. New material will be released on Mondays, but students should **check their Blackboard e-mail and Announcement area on a daily basis** for updates and announcements which could include changes in assignments/due dates.

B. Protocol

1. Technical questions should be sent to blackboard@southplainscollege.edu (806) 716-2180.
2. E-mail correspondence with the professor should be limited to Blackboard e-mail.
3. Students can expect a reply to a Blackboard e-mail within 24-hours Monday through Friday.

C. Professionalism

1. It is my expectation and the institution's that appropriate citation and documentation be given for materials and information obtained from other sources. Cases of plagiarism will be treated as will any case of academic dishonesty, with at least a failing grade for the assignment/examination. In addition, the student may be dropped from the course with a failing grade. See the [SPC Student Handbook](#) for more information.
2. Because online courses are text/video-based, students will ensure that **proper grammar and grammatical and spelling errors are avoided**. Excessive or distracting errors will result in **grade reductions**. Proper English is required.
3. Profanity and disrespect are not tolerated. All comments should be appropriate for the college classroom and its educated participants. Presentations should also be performed utilizing a language understood by the instructor (English).

D. Preparedness

1. Time Commitment

- a. Research recommends that students spend two hours of outside study for every one hour of in-class time. For a 3 credit-hour, face-to-face course that means a total time investment of nine hours per week, in a 15-week course. This expectation of time investment is still the same for online classes.

2. Group Work

- a. Students should be prepared to work with others through online learning platforms (i.e. Blackboard Collaborate, Video Chats). There are two scheduled activities during the semester. The group activities are approximately one month apart. To determine the weeks for group work, look at the Course Calendar. The first group assignment will occur during Week 3 (Chapter 2) and the second will occur during Week 7 (Chapter 13). When a group assignment is made, you should promptly contact group members by utilizing the Blackboard email to establish your virtual meeting times.

3. Catastrophe management

- a. Students should be prepared for equipment failures in their primary computer. Locate a “back-up” computer NOW and DO NOT procrastinate in completing assignments as no work is accepted late.
- b. If internet problems arise and cause the South Plains College server to go down, adjustments will be made accordingly.

4. Lost/Corrupt/Disappeared Files

- a. You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., Blackboard server crash or virus infection, student’s own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I do not receive it (lost in cyberspace) or it is corrupt when I open it, you need to resend it to me, corrected, with little or no “downtime” in regard to the timeline for submission.

Brief Course Assignment Descriptions

Speeches

1. You will deliver two major speeches. More information about speech purposes and instructions will be included within Blackboard. Below is the basic information about each speech:
 - a. *Self-Introduction Speech* will be submitted as a video file or web link (YouTube) and viewed asynchronously. This presentation does not require that you have an audience. You may utilize your web camera to record the presentation.
 - b. *Individual Presentation Final Exam Speech* will be delivered to your audience in real-time and recorded for submission and grading purposes. You may opt to utilize Collaborate where I, and some of your fellow classmates, will serve as your audience. I will handle recording the presentation. This speech will require you to use researched information and sources in your speech.

Peer and Self-Evaluations

1. You will complete a self-evaluation and a peer evaluation. These evaluations will give you the opportunity to evaluate your own speech and the speech of a former course member.

Weekly Quizzes

1. You will take quizzes that will be based on chapter readings and my weekly “takeaway videos”.

Learning Activities

1. You will complete learning activities designed to help you solidify your understanding of course content.

Collaboration Activities

1. These sessions (two) are designed to explore course content with your fellow classmates and gain additional insight and understanding to the course concepts.

Assignment Submissions

Each assignment will have a designated submission link in Blackboard. You will utilize this link. To properly submit assignments, it is imperative that you follow the assignment directions as they may vary slightly for each assignment. For example, one assignment may require that you provide a link to a video blog you posted on YouTube and the next assignment may require that you attach a document.

Grading

Grades are calculated based on assigned material; **there is no extra credit.** **Your final grade is based on total points not a percentage.** **There is a total of 1,800 points possible for the course.** The breakdown is as follows:

1,800-1,620 = A

1,619-1,440 = B

1,439-1,260 = C

1,259-1,080 = D

>1,080 = F

View the “Values for Class Assignments” page included with the Course Calendar to see the listing of assignments, point breakdowns for each assignment and due dates. In viewing the Course Calendar, one will notice that assignments will be due each week on Sunday (in most instances). Course units are as follows:

Unit I=Intrapersonal Communication

Unit II=Interpersonal Communication

Unit III=Public Communication

****You must complete the Individual Presentation Final Exam, included in Unit III, in order to pass the class. Failure to do the presentation will result in an “F” for the final course grade.**

Drop Policy

Students will be dropped for failure to submit **two consecutive weeks of assignments.**

Course Calendar

Please note that our class week **begins** each Monday and **ends** each Sunday at 11:55 p.m. CST. I will send out weekly emails highlighting assignments for the week. The "Values for Class Assignments" page identifies the assignments, the point values due with each chapter(s)/week.

Week Starts – Week Ends Assignments

January 15 – January 21 **Week 1** - Getting Started Unit Opens - Assigned Reading – Chapter 11 from start of Chapter through Section 11.3 Vocal and Physical Aspects of Delivery, Syllabus, Course Calendar, Personal Introduction
3 Assignments
Quiz - Welcome Video
V-Blog - Personal Report of Communication Apprehension (PRCA-24) Assessment with video blog Assignment
- Introduction to Speech Communication Course Navigation and Scavenger Hunt

Unit I: Intrapersonal Communication

January 22 – January 28 **Week 2** - Unit I Opens - Assigned Reading Chapter 1
3 assignments
Chapter 1 Quiz
Assignment-Ethical Perspectives
Discussion Board- Video Self Intro. Speech

January 29 – February 4 **Week 3** - Assigned Reading Chapter 2
3 assignments
Assignment- Self-Fulfilling Prophecy /Impression Management Virtual Collaborate with group Discussion Board Posting
Journal Entry- Self Concept
Assignment – Understanding Perception

February 5 – February 11 **Week 4** - Assigned Reading Chapters 3 and 6
Chapters 3 & 6 Quiz
V-Blog - Social Information Processing

February 12 – February 18 **Week 5** - Assigned Reading Chapters 4 and 5
2 assignments
Chapters 4&5 Quiz
Assignment- Verbal & Nonverbal Communication

Unit II: Interpersonal Communication

February 19 – February 25 **Week 6** - Unit II Opens – Assigned Reading Chapter 7
3 assignments
Chapter 7 Quiz
Assignment - Active Listening
Discussion Board - The Power of Listening

February 26 – March 3 **Week 7** - Assigned Reading Chapter 13 through Self Disclosure and Rhetorical Sensitivity **Note not the entire chapter*
2 assignments
Assignment - Theories of Interpersonal Communication Virtual Collaborate
Blog Entry - The Importance of Small Talk

March 4 – March 10 **Week 8** - Assigned Reading Continuation of Chapter 13 Section 13.5 Relationship Formation through the end of the Chapter
3 assignments
Assignment - Relational Stages & Popular Music
Assignment - Conflict Management
Chapter 13 Video Quiz

March 11 – March 15 *Spring Break – no assignments due during this week*

Week Starts – Week Ends Assignments

March 18 – March 24

Week 9 - Assigned Reading Chapter 14

3 assignments

Chapter 14 Quiz

Blog - Group Experiences

Assignment - Gender & Groups

Unit III Public Speaking Skills

March 25 – March 31

Week 10 - Unit III Opens – Assigned Reading Chapter 8

2 assignments

Chapter 8 Quiz

Assignment - Self Inventory

**Easter Weekend*

April 1 – April 7

Week 11 - Assigned Reading Chapter 9

Assignment - Identifying Different Types of Supports

Assignment - Presentation Evaluation

Assignment - Speech Topic

April 8 – April 14

Week 12 - Assigned Reading Chapter 10 and Chapter 11 Section 11.2 Methods of Delivery through the end of the Chapter

Chapters 10 & 11 Quiz

April 15 – April 21

Week 13 - Assigned Reading Chapter 12

2 assignments & Work on Presentation

Assignment - Rough Draft of Speech Outline

April 22 – April 28

Week 14 - Presentation Work-week

Thursday, April 25

Last Day to Drop

April 29 – May 5

Week 15 - Consists of Two Exams – Individual Presentation Final Exam and Comprehensive Exam covering Chapters 1-14 in the Textbook

**Check this week's due dates closely*

Monday, April 29

Collaborate session for Individual Presentation Final Exam

**Available for students struggling to find an audience, recording equipment, etc.*

Tuesday, April 30

Collaborate session for Individual Presentation Final Exam

**Available for students struggling to find an audience, recording equipment, etc.*

Wednesday, May 1

Individual Presentation Final Exam Recording, Outline, PowerPoint must be SUBMITTED on Wednesday, May 1 @ 11:55 p.m.

Friday, May 3

Self-Evaluation must be SUBMITTED by 11:55 p.m.

Sunday, May 5

Final Exam available May 2 – due Sunday, May 5
@ 11:55 p.m.

May 6 – May 9

Week 16 - Course Evaluation due by May 9 @ 11:55 p.m.

Values For Class Assignments SPCH 1311

Assignments

**refer back to Course Calendar for due dates

Assignments	Values	Week/Chapters
Quiz - Welcome Video	25	
V-Blog - (PRCA-24)	25	Getting Started Assignments
Assignment - Course Navigation and Scavenger Hunt	25	
Chapter 1 Quiz	25	
Assignment - Ethical Perspectives	50	Chapter 1 Assignments
Discussion Board- Video Self Intro. Speech	100	
Assignment- Self-Fulfilling Prophecy/Impression Management (Virtual Collaborate)	100	Chapter 2 Assignments
Assignment - Understanding Perception	50	
Journal Entry- Self Concept	50	
Chapters 3&6 Quiz	50	Chapter 3 & 6 Assignments
V-Blog Entry - Social Info. Processing Theory	50	
Chapters 4&5 Quiz	50	
Assignment-Verbal & Nonverbal Communication	100	Chapter 4 & 5 Assignments
Chapter 7 Quiz	25	
Assignment-Active Listening	50	Chapter 7 Assignments
Discussion Board - The Power of Listening	50	
Assignment - Theories of Interpersonal Communication (Virtual Collaborate)	100	Chapter 13 Assignments
Blog Entry - The Importance of Small Talk	50	
Assignment-Relational Stages & Popular Music	100	Continuation of Chapter 13 Assignments
Assignment -Conflict Management	25	
Chapter 13 Video Quiz	10	
Chapter 14 Quiz	25	
Blog - Group Experiences	50	Chapter 14 Assignments
Assignment- Gender & Groups	50	
Chapters 8 Quiz	25	Chapter 8 Assignments
Assignment - Self Inventory	50	
Assignment - Presentation Evaluation	50	
Assignment - Speech Topic	0	Chapters 9 Assignments
Assignment - Identify Different Types of Support	50	
Chapters 10 & 11 Quiz	25	Chapters 10 & 11 Assignment
Assignment - Rough Draft of Outline	15	Chapters 11 & 12 Assignment
Individual Presentation Self-Evaluation	50	

Exams

<i>Individual Presentation Final Exam</i>	200
Final Exam (<i>Comprehensive</i>)	100

Grading Scale

1,800-1,620 = A
 1,619-1,440 = B
 1,439-1,260 = C
 1,259-1,080 = D
 >1,080 = F

Total Points Available

1,800