Course Syllabus

SPCH 1311.001 (3:3:0)

Introduction to Speech Communication

Department Division of Arts and Sciences
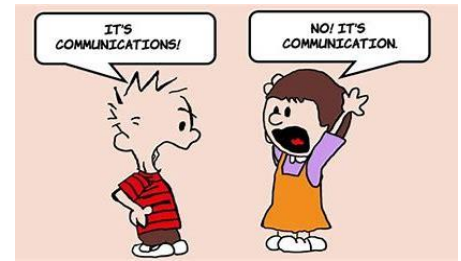
Levelland

South Plains College

Spring 2025

Lissa Sharp

Department:	Communication Department
Discipline:	Speech Communication
Course Title:	SPCH 1311 - Introduction to Speech Communication
Available Formats:	Conventional, Internet, Hybrid
Campuses:	Levelland and Online
Prerequisite:	**None**
Credit:	3 Lecture**:** 3 Lab**:** 0

Instructor: *Lissa Sharp*, Assistant Professor,
Communication Studies

Availability: *Telephone*:   (806) 716-2573
E-Mail: lsharp@southplainscollege.edu
Office Hours:
M-W 2:30 p.m. – 3:30 p.m.
T-TH 1:30 p.m. – 3:30 p.m.
Friday 10:00 a.m. – noon
Virtual Office Hours – by appointment

<p align="center" style="color:teal">Print this document for your reference.</p>

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 <u>competently use</u> an appropriate **computer** (+ printer + internet). <u>Competent use</u> 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 c*ertain* 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. Notebook(s) pens/pencils and highlighters.

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This course partially satisfies a Core Curriculum Requirement:
Institutional Foundational Component Area (090)

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:

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking. Upon completion of the course, the student will *(course purpose and student learning outcomes are from The Texas Higher Education ACGM)*:

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.

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.

Intellectual Exchange 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 and Parenting Accommodations Statement
If you are pregnant or parenting (paternal or maternal) with children under the age of 18 per Texas Education Code 51.982 and Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy and parenting 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 rcanon@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 part of your TexBook program, which means you don't need to purchase a textbook or access code for this course. TexBook is the required content (either an eBook or online Courseware) for your course and is provided for you via the Bibliu platform from Day 1 of class.

- Cost of TexBook: this required content is provided as part of a Program called 'Inclusive Access', which means that content is provided for you at the lowest price available from the publisher. The cost of this is included in your tuition.
- How to access your digital content via Bibliu: you can access your material via the Bibliu link inside your Blackboard Course, or directly via the Bibliu app. If you have issues with this, please contact your professor, the Bookstore Manager or Bibliu Support (see below).
- The Bibliu platform: you can use the Bibliu platform to enhance your learning experience, with features including highlighting, notes and reading text aloud. For more details and support on how to use Bibliu, please visit the [BibliU support pages](#), or contact Bibliu support via the email: support@bibliu.com
- Opting out: you can Opt-Out of the TexBook Program, up until the Opt-Out deadline, via the banner displayed when you open the Bibliu platform. Remember that Opt-Out deadlines vary by term, and if you choose Opt-Out you will lose access to this low-price option and will need to purchase the content through a different method. If you opt-Out, the fee will be refunded to your account.

Useful contacts:

1. Bookstore Manager: Christian Bruno - christian.bruno@bibliu.com
2. Bookstore Text Coordinator: Trish Wells - patricia.wells@bibliu.com
3. Bibliu Support: email support@bibliu.com

Student Responsibilities:
1. To read the information assigned in the text; you will be tested on this material, in addition to class lecture/discussion materials.
2. To take thorough notes and study all lecture material, informational handouts, and assigned readings.
3. To prepare assignments/presentations in a language understood by the instructor and students of the class (English).
4. To actively participate in class discussions and group activities.
5. To show maturity and professionalism in preparation of assignments and in classroom behavior.
6. To show respect to fellow classmates/speakers.
7. To initiate consultations with the instructor whenever assistance is needed regarding class assignments or when class has been missed.
8. To initiate withdrawal from the course if absences become excessive.

Student Obligations:
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.

Attendance and Tardy Policy:
All students enrolled for this course are expected to attend class regularly, be on time, and remain until dismissed. Students are also required to complete all assignments (in class or online) by the posted deadline. Roll will be taken at each class meeting. If a student is tardy, he/she must see the instructor after class to have the absence mark removed. Two (2) tardies will constitute an absence. If a student leaves class prior to dismissal of the class, he/she may be counted absent.

Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met, the student should initiate withdrawal from the course. **The instructor may or may not administratively drop a student due to excessive absences**. Students are responsible for all classwork covered during absences from class even in cases in which they can satisfy the instructor that the absence was unavoidable.

I enforce the following guidelines:
1. Being absent one day over your allotment (tardies adding together) will lower your final course total by 10 points.
2. Each subsequent absence will lower your final course total by 5 points.

Make-Up Policy:
Generally, late and/or make-up work is **NOT** accepted. All work has a deadline, and deadlines must be met even if the student is absent. When an unavoidable reason for class absence arises, such as illness, family death, emergency, an official trip authorized by the college or an official activity, I may permit the student to make up work missed ONLY IF DOCUMENTATION IS PROVIDED. This is especially important for presentations. The student should communicate with the instructor to learn what documentation is acceptable. Each student absence will be dealt with on an individual basis. If a student must be absent, she/he should advise the instructor beforehand if possible and if the student is representing the college, they should have a signed permit from his/her coach or sponsor. In all cases, it is the student's responsibility to complete work missed within a reasonable amount of time as determined by the instructor. Each student must make an appointment to plan for make-up work. **Also, late work may not receive full credit.**

Cell Phone Policy:
Cell phones must be turned off or on silent and out of sight. No usage is allowed during class.

Brief Course Assignment Descriptions
Speeches
1. You will deliver three major speeches. More information about speech purposes and instructions will be provided in class. Below is the basic information about each speech:
   a. *Self-Introduction Speech* will serve as a way to introduce yourself to your fellow classmates.
   b. *Individual Presentation* will be a more in-depth presentation that will require you to conduct research to support your presentation.
   c. *Team Project/Speech will allow you to work together with a group of fellow classmates. Your work will culminate in a presentation that each team member will participate in.*

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 fellow classmate.

Weekly Quizzes
1. You will take quizzes that will be based on chapter readings. These quizzes will be due on Monday night before I lecture over the assigned chapter content.

Learning Activities
1. You will complete learning activities designed to help you solidify your understanding of course content. Most of these activities will be conducted in class.

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 1,000 points possible for the course._**== The breakdown is as follows:

<div align="center">

1,000-900 = A

899-800 = B

799-700 = C

699-600 = D

>599 = F

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View the "Grade Assignment Sheet" page included with the Course Calendar to see a general listing of assignments and point breakdowns for each assignment. Course units are as follows:

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Unit I=Intrapersonal Communication
Unit II=Interpersonal Communication
Unit III=Public Communication

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All grades will be kept up to date in the Blackboard Gradebook for our course. It is important that you keep **ALL** assignments during the semester. Once graded, if you need clarification or have questions, it is your responsibility to provide those documents and schedule a meeting with me.

SPCH 1311
Introduction to Speech Communication
Monday/Wednesday
Tentative Daily Schedule
(Spring, 2025)

Instructor	Lissa Sharp	**Office:** Communications Building Office 140
Contact Information	806-716-2573	lsharp@southplainscollege.edu
Office Hours	Monday	2:30 p.m. – 3:30 p.m.
	Tuesday	1:30 p.m. – 3:30 p.m.
	Wednesday	2:30 p.m. – 3:30 p.m.
	Thursday	1:30 p.m. – 3:30 p.m.
	Friday	10:00 a.m. – 12:00 noon
	Virtual Office Hours	By appointment

- ✓ **Items Available in Blackboard: Getting Started Module - Course Syllabus, Tentative Daily Schedule (Course Calendar), and e-text**
- ✓ **Grades will be recorded in the Gradebook**

Class Meeting Days			What are we Doing-What should be Read by Next Class-What is Due?
Monday	January	13	**Week 1** Orientation/Review of Syllabus & Tentative Schedule *Assigned Reading: Chapter 11 from the start of the Chapter through Section 11.3 Vocal and Physical Aspects of Delivery*

Unit I: Intrapersonal Communication

Wednesday	January	15	In-Class Syllabus Activity and Lecture: Outlining **Assigned Reading: Chapter 1** *Due: Chapter 1 Quiz Tuesday, January 21 @ 11:55 p.m.* *Class Participation Homework Assignment: In-Class Activity Outlining*
Monday	January	20	**Week 2** No-Class Martin Luther King Day
Wednesday	January	22	Lecture: Finish Outlining and Communication Process Discuss Self-Introduction Speech *Due: PRCA Inventory - Access in Blackboard and bring completed inventory to class* *Assigned Reading: Chapter 2* *Due: Chapter 2 Quiz Sunday, January 26 @ 11:55 p.m.*
Monday	January	27	**Week 3** *Due: Self Introduction Speeches* Lecture: Finish Communication Process
Wednesday	January	29	Lecture: Understanding Self-Concept & Perception *Assigned Reading: Chapter 3* *Due: Chapter 3 Quiz Sunday, February 2 @ 11:55 p.m.* *Class Participation Homework Assignment: In-Class Activity Perception*

Class Meeting Days			What are we Doing-What should be Read by Next Class-What is Due?
Monday	February	3	**Week 4** Lecture: Connecting through Culture & Diversity *Assigned Reading: Chapter 6* *Due: Chapter 6 Quiz Tuesday, February 4 @ 11:55 p.m.*
Wednesday	February	5	Lecture: Connecting through Social Media & New Technologies *Assigned Reading: Chapters 4 & 5* *Due: Chapters 4 & 5 Quiz Sunday, February 9 @ 11:55 p.m.*
Monday	February	10	**Week 5** Lecture: Verbal & Nonverbal Communication
Wednesday	February	12	Lecture: Verbal and Nonverbal Communication *Assigned Reading: Chapter 7* *Due: Chapter 7 Quiz Sunday, February 16 @ 11:55 p.m.*

Unit II: Interpersonal Communication

Monday	February	17	**Week 6** Lecture: Listening & Thinking *Class Participation Homework Assignment: In-Class Activity Listening: Small Group Activity*
Wednesday	February	19	Lecture: Continuation of Listening *Assigned Reading: Chapter 13* *Due: Chapter 13 Quiz Sunday, February 23 @ 11:55 p.m.*
Monday	February	24	**Week 7** Lecture: Developing & Maintaining Relationships *Class Participation Homework Assignment: Conflict Management Styles – Access in Blackboard and bring completed styles inventory to class*
Wednesday	February	26	Lecture: Dealing with Relationship Conflict Assign Relational Stages and Popular Music Assignment *Assigned Reading: Chapter 14* *Due: Chapter 14 Quiz Sunday, March 2 @ 11:55 p.m.*
Monday	March	3	**Week 8** Lecture: Connecting through Participating in Groups & Teams

Unit III: Public Speaking

Wednesday	March	5	Discuss Individual Presentation *Due: Relational Stages and Popular Music Assignment – due at 11:55 p.m.* *Assigned Reading: Chapter 8* *Due: Chapter 8 Quiz Sunday, March 9 @ 11:55 p.m.*
Monday	March	10	**Week 9** Lecture: Selecting a Topic & Audience Analysis *Class Participation Homework Assignment: In-Class Brainstorming Speech Topics*

Class Meeting Days			What are we Doing-What should be Read by Next Class-What is Due?
Wednesday	March	12	Lecture: Selecting a Topic & Audience Analysis *Assigned Reading: Chapter 9*

Spring Break March 17-21

Monday	March	24	**Week 10** Lecture: Research, Support, & Delivery *Due: Chapter 9 Quiz Tuesday, March 25*
Wednesday	March	26	Informative and Persuasive Speaking/Methods of Delivery *Class Participation Homework Assignment: In-Class Brainstorming Speech Topics* *Assigned Reading: Chapter 11 Section 11.3 Vocal & Physical Aspects of Delivery through the end of the Chapter and Chapter 12*
Monday	March	31	**Week 11** In class partial workday on Individual Presentation *Class Participation Homework Assignment: Methods of Delivery*
Wednesday	April	2	In Class workday and review of outline
Monday	April	7	**Week 12** *Due: Individual Presentation & Outline*
Wednesday	April	9	*Due: Individual Presentation & Outline*
Monday	April	14	**Week 13** Discuss Group Presentation *Due: Self Evaluation and Peer Critique*
Wednesday	April	16	In-Class work time for group presentation
Monday	April	21	**Week 14** In-Class work time for group presentation
Wednesday	April	23	In-Class work time for group presentation

Thursday, April 24 – Last Day to Drop

Monday	April	28	**Week 15** *Due: Group Presentations*
Wednesday	April	30	*Due: Group Presentations* *Class Participation Homework Assignment: Team Reflection Journal due Wednesday, April 30 @ 11:55 p.m.*
Monday	*May*	*5*	**Week 16** *Online Final Exam Due Monday, May 5 @ 11:55 p.m.*

**This is a tentative daily schedule. Announcements made during class take precedence over the tentative daily schedule.

"The thing about a comfort zone is nothing grows there."
Fit Body Bootcamp Coach

Grade Assignment Sheet
SPCH 1311
Introduction to Speech Communication

Exams, Major Presentations, Individual Assignments

_____Self Introduction   100

_____PRCA-24   50

_____Relational Stages and
        Popular Music Assignment   100

_____ Individual Presentation   100

_____Team Presentation   100

_____Total   450 possible points

Daily Work, Homework, Class Participation
_____10 Quizzes @ 20 points/each   200

_____Team Reflection   50

_____Self-Evaluation   50

_____Peer Evaluation   10

_____Class Participation   90
(Assignments, quizzes and activities assigned throughout the semester) **10 points added for 0 absences**

_____Outline   50

_____Total   450 possible points

Final Examination

_____Final Exam   100

_____Total   100 possible points

_____Number of Absences

_____**Total (All Areas)**   _____**Semester Grade**   **1,000 possible points**

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