



Instructor: Breda Marshall **E-mail:** BMurphy01@sd308.org **Phone number:** 630-636-2473

Office Hours and Location: Please make an appointment with me outside of class.

Required Course Materials:

Textbook: O'Hair, D., & Weimann, M. (2014). *Communication and you*. Boston: Bedford/St. Martin's.

Supplies and Resources:

- Note taking materials such as notebooks, folders, binders, pens, pencils, highlighters, etc.
- Index cards for speech unit (either 3 X 5 or 4 X 6)
- School issued email to use Google Classroom and Google Drive
- Students will be required to obtain research information to be used in preparation for papers and presentations in the class. You will be required to cite all sources in APA style. You can purchase the APA Style Guide OR use the free version at: <http://owl.english.purdue.edu/owl/resource/560/01/>
- *Teacher Web site:* MarshallOswego.weebly.com

Course Description:

This basic course in speech communication serves three primary goals: introduction to the theories of human communication, classroom experiences in a variety of communication situations, and evaluation of individual communicative behavior.

Course Objectives: Upon successful completion of this course the student will be able to:

1. Analyze, describe and apply theories of effective communication to daily interactions
2. Evaluate their own communication strengths and weaknesses and create appropriate strategies for improvement
3. Identify interpersonal conflict situations and recognize options for managing those situations
4. Explain the process of listening and practice effective listening strategies
5. Create, sequence, and respond to interview questions
6. Apply appropriate role functions to small group communication
7. Prepare, practice, and deliver informative and persuasive speeches using effective task analysis, audience analysis, brainstorming methods, research sources organizational patterns and practice and delivery techniques
8. Listen to, analyze and critique speeches utilizing video recordings, written and oral formats for feedback

General Course Goals: By the end of the course students will be able to:

- Develop poise and self-confidence in a variety of communication contexts, including public speaking, interpersonal communication, and small group communication
- Apply techniques for selecting, organizing, and adapting materials for purposeful communication
- Conduct research and be able to validate and utilize supporting materials
- Analyze and adapt to specific audiences and situations
- Demonstrate the ability to prepare and use audio-visual aids to enhance presentations
- Students will be able to demonstrate the ability to meaningfully and effectively participate, prepare, and present in groups

General Student Outcomes:

Upon successful completion of this course, the student will be able to:

1. Explain the roles individuals and group members need to perform to meet small group challenges and fulfill leadership functions according to communication theory
2. Create presentations using appropriate organizational formats that fit the audience, the occasion, or a specified purpose
3. Evaluate communicative behavior in a presentation by its content, organization and delivery

College Learning Outcomes:

CRITICAL THINKING: Examine information in order to propose or develop solutions or construct arguments.

COMMUNICATION: Use clear language to communicate meaning appropriate to various contexts and audiences.

QUANTITATIVE LITERACY: Make judgments or draw appropriate conclusions based on the quantitative analysis of data.

GLOBAL AWARENESS: Describe the interconnectedness of issues, trends or systems using diverse perspectives.

INFORMATION LITERACY: Use technology to ethically research, evaluate or create information.

Course Policies

OE/OHS

- **Final Exams:** Final exam counts as 10% of the semester grade.
- **Extra Credit:** Extra credit will not be offered in English courses. Students should maintain a passing grade and be aware of their current grade.
- **Assessments and Assignment Use:** A blend of skills-based formative (practice assignments) and summative (example: unit tests or projects) assessments will be used to demonstrate student proficiency in skill sets. Assignments are due at the beginning of class; emailed assignments will not be accepted.
- **Grade Book:** Please see the items below for details regarding English teachers' online grade books.
 - Total points are used in the setup of teachers' online grade books; the "weight" or value of many assignments and several assessments will be flexible for teacher and student-need per class.
 - Point "weight" on assignments will be determined by course teams and individual classroom teachers. Major or summative assessments will be given the most points in a unit; practice or formative assessments will have fewer points in a unit.
 - Students need to earn a C or better for the course to transfer to a college.

Assignment	Weight
Speeches	50%
Writing assignments	25%
Discussion Board	15%
Class Participation	10%

- Assignment categories in online grade books will be *mostly* Common Core based skills. Categories that will be used in various units include:
 - CCRI: Reading Informational Text, CCRL: Reading Literature, CCAW: Argumentative Writing, CCEW: Expository Writing, CCNW: Narrative Writing, CCRW: Research & Research Writing, CCSP: Speaking & Listening (Presentations), CCSC: Speaking & Listening (Collaborative Discussions), CCLA: Language
 - Additionally, some courses may also use assignments categories if the assessment includes multiple or a different skill sets: CCRB: Responsible Behaviors, TST: Test, PRO: Project
 - Grading Scale:

A	100- 90	B	89-80	C	79-70	D	69-60	F	59 - 0
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- **Late Work:** Assignments are your responsibility and are given to enhance **YOUR LEARNING**. Below are my policies on late assignments:
 1. **Minor homework assignments** (worksheets) **will** be accepted late, but will endure a 10% penalty.
 2. If you are in class on the date a project is introduced, it is due by the set due date. Not being in class on the due date **does not provide you with an extension**.
 3. Prearranged absences, such as field trips or vacations, do not provide you with an extension on due dates.
 4. Unexcused absences for the day **any assignment is due** will result in a 0.
- **Response to Plagiarism:**
 - Plagiarism violations include plagiarism of student-created materials, copying, cheating, misrepresentation of work or knowingly allowing others to copy one's work. Students are expected to do their own work at all times, unless otherwise instructed by their teachers.
 - If a student's work is recognized as potentially plagiarized, the instructor will discuss the work with the student. If plagiarism exists, details regarding source material will be gathered and documented. The instructor will document this violation with the student's parent/guardian, dean, and department chair.
 - Depending on the seriousness of the plagiarism and the number of violations, several corrective actions may be taken. At minimum, a student's initial violation will result in parent/guardian notification and an opportunity to complete the assessment at an alternate time deemed appropriate by the teacher. For subsequent violations, the parent/guardian will be notified and the student may lose full credit for the assessment. A referral to the Dean may be included for repeat offenses within the academic year.
- **Attendance:** Prompt and consistent attendance is important. Be in your seat and ready for the day's lesson when the bell rings. Communicate with the teacher when you are absent via email and check Google Classroom.
- **Respect and Participation:** This is a communication class; thus, I expect you to learn to effectively communicate with one another in a respectful manner. Active participation not only promotes our classroom community, but it provides opportunities to practice speaking and listening skills. You are required to read outside of class and present your thoughts in class as a way of creating a dynamic learning environment. Any racist, sexist, homophobic, or otherwise generally ethnocentric comments are unacceptable in a public college classroom. These comments create a negative learning environment and potentially insult and/or offend others.
- **Cell Phones:** Cell phones and headphones should be put away upon entering the classroom. Consistent use of a cell phone during inappropriate times may result in a referral to the dean.

Waubonsee

Withdrawals: Waubonsee Community College reserves the right to administratively withdraw those students who are not actively attending or pursuing course objectives as established by their instructors. If you stop attending class after the midterm, I am required to drop you from this course and you will receive a W grade (considered a withdrawal on your transcript). If you stop attending class after the midterm, it is the student's responsibility to drop the course before the deadline of 4/29/19

Please refer to the following link for other important college dates:

<http://www.waubonsee.edu/admission/dates/academicCalendarFuture/index.php>

Access and Accommodation Statement: I wish to fully include persons with disabilities in the course. Please inform me or the Access Center for Students with Disabilities if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me.

Academic Integrity: Waubonsee Community College believes that all members of the community (students, faculty, staff, and administrators) have a responsibility to participate in learning with honesty, respect, and integrity. We must commit to engage in learning both in and out of the classroom, value each member in our learning community, demonstrate original thought, and help foster ethical, open, safe learning environments for all. For more information, please visit the following link to Waubonsee's Academic Integrity Resources:

<http://ctl.waubonsee.edu/files/PDF/collegewide/Integrity%20Statement%20for%20Waubonsee%20Community%20College.pdf>

Cheating/Plagiarism Policy: Waubonsee firmly upholds sound principles of academic integrity and responsibility. Plagiarism and cheating are serious infractions of academic integrity, and, as such, are considered breaches of the Code of Student Conduct. If a student has violated this policy, I will report the infraction to the Dean for Students and the student may fail the assignment or the course, depending on the severity or the number of infractions.

Plagiarism/Academic Dishonesty:

Academic dishonesty is PROHIBITED. Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. I have a “no tolerance policy!” for cheating. If I suspect any instances of plagiarism/academic dishonesty, this will result in a private meeting between the student and myself.

* The instructor does not have to prove that your plagiarism/dishonesty was intentional. After the instructor-student discussion, and based on its outcome, further action may result in, but will not be limited to one or more of the following:

- (1) Assignment of a failing grade for a test, examination, or assignment.
- (2) Assignment of a failing grade for a course.
- (3) Report to the Student Conduct Board.

IAI Guidelines require research in a minimum of two speeches. Thus, students must credit the sources in APA style by incorporating in-text citations in outlines and speeches. If one does not credit sources, he or she is plagiarizing. Some common forms of plagiarism include:

- Copying an author’s words and not using quotation marks and parenthetical documentation;
- Copying an author’s words and using no quotation marks, but using parenthetical documentation;
- Paraphrasing an author’s ideas and not using parenthetical documentation;
- Downloading information off of the Internet and presenting the article, or parts of the article, as your own speech (i.e. cutting and pasting from the Internet);
- Relying heavily on the wording in an Internet source(s) and giving minimum oral citation in the speech;
- Having a friend, relative, teacher, etc., write your outlines and/or speeches;
- Plagiarism occurs when a student uses a friend’s outline and/or speech as their own.

For more information, please visit the following link to Waubonsee’s Plagiarism Resources:
<http://ctl.waubonsee.edu/files/PDF/collegewide/plagiarismstatement0805.pdf>

Tentative Schedule

Schedule is subject to change under instructor’s discretion

Week/Theme	Content & Discussion Topic	Major Assignments
1	Chapter 1: Communication: Essential Human Behavior	Speech of Introduction of Class Member
2	Chapter 2: Perceiving the Self and Others Chapter 3: Communication and Culture	Communication Goals
3	Chapter 4: Verbal Communication Chapter 5: Nonverbal Communication	Break the Communication Norm
4	Chapter 6: Listening Chapter 7: Developing and Maintaining Relationships	Listening Test Interpersonal Conflict Analysis Paper Assigned
5	Chapter 8: Managing Conflict	
6	Appendix A: Competent Interviewing	Interview Skits
7	Chapter 9: Communicating in Groups Chapter 10: Leadership and Decision Making in Groups	Test Chapters 1 - 10 Interpersonal Conflict Analysis Paper Due

8		Group Presentations
9	Chapter 11: Preparing and Researching Presentations Chapter 12: Organizing, Writing and Outlining Presentations	Mini Speeches
10	Chapter 13: Delivering Presentations Chapter 14: Informative Speaking	Informative Speech Planning Document Due
11		Informative Speeches
12		Informative Speeches
13	Chapter 15: Persuasive Speaking	Persuasive Speech Planning Document Due
14		Persuasive Speeches
15		Persuasive Speeches
16		Final Exam

Description of Major Assignments

Interpersonal Conflict Analysis Paper

Apply the conflict resolution principles from your textbook to a current conflict in your life. This conflict may be with a family member, friend, neighbor, or coworker. Actually analyze the conflict, develop a plan for resolving or at least managing the conflict, and put the plan into action.

Three Minute Speech

Present a short speech to familiarize yourself with public speaking. Prepare a detailed outline including audience indicator, purpose, introduction, body, conclusion, and reference list.

Informative Speech

Prepare a detailed speech complete sentence outline, including a purpose, introduction, body, conclusion, reference list with a minimum of three credible sources in APA style. Then, present a planned, extemporaneous, informative speech on a topic about which you are knowledgeable and passionate. Length of speech is 8 minutes, including about 3 minutes for a question and answer discussion period. Visual aid required.

Persuasive Speech

Prepare a detailed speech complete sentence outline, including a purpose, introduction, body, conclusion, reference list with a minimum of four sources in APA style.. Then, present a planned, extemporaneous, motivation speech. The idea is that the audience basically agrees with your premise, but you are motivating the listeners to action. Visual aid required. Length of the speech is 8 minutes, including about 3 minutes for a question and answer discussion period.

Final Speech

Present a planned, extemporaneous speech of the type required by the instructor. A complete planning document which includes a full sentence outline, references, and a copy of the first page of each reference, which is due in advance of the round of speeches.

Group Presentations

You will be required to work with a group to create a proposal and then provide a verbal report about your topic including conclusions you have made. You will turn in a written reflection and reference page with at least four sources in APA style. Visual aid required.

Weekly Online Discussion Board through Google Classroom

Objectives: To prove effective communication and leadership knowledge, skills, and values you will engage in an interactive discussion with your peers. A normal class discussion is in a face-to-face format, but with interpersonal group communication, you need the same engagement with others in the online discussion.

Directions: 4 posts required by Sunday at 11:59pm. I will only accept one post from the same day, so post on different days

- 2 posts of your original thoughts
- 2 posts responding to others

Questions and ideas to guide your posts:

- ❖ What is an idea that particularly caught your attention in this chapter and why?
- ❖ What experiences and skills do you have related to this topic?
- ❖ Application: What is an idea that you learned in this chapter, which you have decided to use to improve your communication skills?
- ❖ Each chapter asks questions throughout. Choose a question from the chapter to answer. Make sure to include the question so your audience knows what you are discussing.

Online Discussion Grading Rubric – 10 pts.	
10 Mastery	Met all objectives
9 Nearing Mastery	Met all except 1 objectives
8 Proficient	Met all except 2 objectives
7 Basic	Met all except 3 objectives
6 – 0 Emerging	Met all except 4 objectives

Learning Objectives

1. Makes **4** substantive posts, which reflect knowledge of textbook reading.
2. Posts should be at least 5 sentences, which give facts, theories, or principles from the research, textbook, lectures, or related readings.
3. **Cite** your textbook where applicable
4. Respond with substance to **other students**.
5. Use **rhetorical sensitivity**, tact, and empathy to create a non-confrontational and supportive learning community.
6. Use **formal writing** style, spell check, no e-lingo.
7. Keep **confidences** and do not use real names of individuals, companies, or organizations, unless it's public information.
8. Post on **multiple days** during the week: One post per day allowed.
9. Engage in **interactive conversation** with others in the course.
10. Demonstrate effective communication skills.

Note for Assignments and Speeches:

- The instructor must approve all topics first.
- There will be NO repeating topics for speeches throughout the entire semester.
- NO .com websites, minus newspapers (this includes Wikipedia)!
- Topics that are “off limits” = religion, abortion, and the current war
- Notecards required; any outlines or manuscripts will result in an automatic 0

Resources

The following links are useful resources that are available to you as a student at Waubonsee:

Access Center for Students with Disabilities:

<http://www.waubonsee.edu/learning/academicSupport/access/>

Career Services Center:

<http://www.waubonsee.edu/experience/services/career/>

Center for Learning Assessment:

<http://www.waubonsee.edu/learning/success/assessment/>

Counseling:

<http://www.waubonsee.edu/experience/services/counseling/>

Emergency Preparedness and Safety Guide:

http://www.waubonsee.edu/downloads/pdf/safety/Emergency_Preparedness_and_Safety_Guide.Pdf

Financial Aid:

<http://www.waubonsee.edu/admission/financialAid/index.php>

Student Handbook (includes Student Code of Conduct):

https://mywcc.waubonsee.edu/_resources_/portlets/144/attachments/11-12_StudentHandbook.pdf

Todd Library:

<https://library.waubonsee.edu/>

Tutoring and Study Skills (Learning Enhancement Center):

<http://www.waubonsee.edu/learning/success/learning/>

Waubonsee Community College Campus Information:

Sugar Grove Campus

Route 47 at Waubonsee Drive
Sugar Grove, IL 60554-9454
(630) 466-7900

Aurora Campus

18 South River Street
Aurora, IL 60506-4178
(630) 801-7900

Copley Campus

2060 Ogden Avenue
Aurora, IL 60504-7222
(630) 585-7900

Plano Campus

100 Waubonsee Drive
Plano, IL 60545-2276
(630) 552-7900

www.waubonsee.edu

Please cut and return this portion to Mrs. Marshall

Dear parents, please indicate which form of communication you prefer so I can get in touch regarding your student's success:

Parent Name: _____ Student Name: _____

Parent signature: _____ Preferred form of contact: Phone Email

Phone number: (____) _____ - _____

Email: _____