Instructor Information

Instructor: Elizabeth Reves
Office: South Campus, Faculty Offices, room 234 Cube C
Hours: Office hours: MW 8:30 – 9:15 & 12:10 – 12:40; TR 9:15 – 10:40; and by appointment.
Teaching Schedule: Little Rock South, Room 231 - MW 9:25 – 12:05; TR 8:00 AM – 9:15, 10:50 – 12:05; Online
Phone: 501-812-2323
Email: ereves@uaptc.edu
Instructor: Elizabeth Reves

*All emails and telephone calls will receive a response within two business days.

Chair: Logan Oliver 501-812-2378 loliver@uaptc.edu
Dean: Christy Oberste 501-812-2869 coberste@uaptc.edu

*If your emails and telephone calls do not receive a response within two business days, the appropriate chain of command is above.

Course Information

SPCH 1300 Speech Communication

Catalog Description
3 Credit Hours (3 hours lecture per week)

This course is a study of the theory and practice of communication in interpersonal, small group and public speaking. It emphasizes proficiency in research methods, speech organization and delivery, and critical thinking/listening applications.

Suggested Materials

****This book is a special UA-PTC edition and is sold at the UA-PTC bookstore and at Textbook Brokers.

Mission Statement

University of Arkansas – Pulaski Technical College provides access to high-quality education that promotes student learning and enables individuals to develop to their fullest potential.
Institutional Learning Outcomes and General Education

UA-PTC supports a college-wide institutional learning assessment program which concerns effective instructional methods and promotes student learning achievement by assessing:

1. Communication
2. Critical Thinking
3. Cultural Awareness
4. Information Literacy
5. Professionalism
6. Quantitative Literacy
7. Technology Literacy

For more information, please consult the following website: https://uaptc.edusla

Department / Program Learning Outcomes

The Communication discipline focuses on real-life application that result in students learning:

- To be a more effective, civil communicator in a variety of contexts
- To be able to research and develop a professional speech
- To be able to create and demonstrate a quality visual aid

Student Learning / Course Outcomes

ACTS #SPCH 1003

Upon the successful completion of this course, students will demonstrate the following:

1. Apply communication theory, critical thinking skills, and listening skills to effectively communicate in a variety of situations.
2. Demonstrate research and organizational skills in the development of a full-sentence outline with citations.
3. Demonstrate effective verbal and non-verbal presentation skills.
4. Analyze interpersonal communication scenarios by examining how communication style affects decision making and interpersonal competence.

Content

Speech Communication focuses specifically on four of the institutional learning outcomes: communication, critical thinking, information literacy, professionalism, and technology literacy. This course introduces students to speech communication as an academic discipline. Students practice drafting and outlining speeches in full-sentences using citations. Critically
analyzing their personal speeches according to six different areas: purpose, audience, organization, self, delivery, and future presentations. The class requires students to analyze audiences’ knowledge of topics for informative speeches. The class will focus on using library databases and catalog to collect sources and scrutinize sources for quality information to organize in speeches. Students will construct an electronic visual aid to supplement an informative speech. The students will read and watch a variety of speech communication related materials to help solidify theory and presentation skills such as listening, verbal communication and nonverbal communication. Students will use conflict theory to examine an interpersonal relationship and outline 4 areas: brief history of relationship, brief explanation of conflict styles, explanation of conflict, and communication effectiveness. Students will complete three chapter exams, a comprehensive final, conduct a minimum of two formal speeches, and write two papers.

Policies

Report a Complaint or Concern

UA-PTC takes very seriously complaints and concerns regarding the institution. Most complaints or concerns of a specific nature should be initiated and resolved at the campus level through normal college processes whenever possible. UA - Pulaski Technical College receives and resolves complaints using a variety of methods. To report a complaint or concern, please follow the link below.

https://www.uaptc.edu/report-a-concern-complaint

UA-PTC Attendance Policy

Education at UA-PTC requires students’ active involvement in the learning process. Thus, students are expected to attend all classes and actively engage in all learning assignments and/or opportunities provided in their classes. Class attendance should be treated as mandatory by all students as attendance will be taken by all instructors during the first two weeks of class.

Departmental Attendance Policy

PARTICIPATION: I will constantly monitor participation. (Attendance/Participation stats are kept via computer for on-line classes). In an online class just logging in to a class does not count as attendance/participation. You must be completing assignments, etc.

LOGGING ON: An on-line course requires the student to spend more time with it than with a traditional class. You should, at a minimum, log on at least two hours a week, although twice that much is needed. Log on at least three times a week; I suggest you spread your times out (Monday, Weds, Friday or Tuesday Thurs, Saturday, for example). You may miss some assignments if you only log in once a week for two hours.

I will be giving you assignments throughout the week and you are responsible for logging on
and completing them.

**Note:** Again, you will need to log on throughout the week, but given the nature of Internet courses, you will need to log on more than 3 times a week working on assignments, responding to discussion messages, and reading both the text and notes I may post.

**Excessive Absences:** Failing to participate in the course for *(7 consecutive days)* will result in a notification sent to your advisor (this includes any breaks).

- The seven consecutive day time frame includes days when the PTC campus is closed for holidays or other official observances.
- If you anticipate that you may not be able to log on for seven consecutive days due to holidays or reasons beyond your control, you should contact me as soon as possible.

**NOTE:** Please understand that on-line courses take a lot of personal initiative and self-motivation. You must read the material and take personal notes on the text. Please participate in all the posted discussions (this is for your benefit). I will check in on discussion and give additional comments.

**Course Policies**

The UA-PTC Catalog rules and regulations will be enforced in this course at all times. Please consult the following website for more information: [https://www.uaptc.edu/catalog](https://www.uaptc.edu/catalog)

Professional behavior is required. Punctual attendance and intelligent participation are expected. Particulars as determined by the instructor are detailed in the paragraph below.

Appropriate behavior is expected for all communications, including any notes, email messages, or telephone conversations. Some guidelines for communication are included in this syllabus to help you.

1. Keep the language and tone of all communication civil. No vulgar language or demeaning comments will be tolerated. Should you communicate in this way, I will warn you through private e-mail. If you post an inappropriate message on the discussion board, for all the class to read, I will respond publicly. I may also take action by locking you out of the course and seeking disciplinary action.
2. If you need to discuss something private with me, please send me a *private* Blackboard course message. DO NOT post private messages on the discussion board. Use Blackboard course message or my office e-mail. My office e-mail address is listed on the first page of this syllabus. My course message can be found under Contact on the menu bar. You need to message me through Blackboard first.
3. When communicating, do not YELL. Using all capital letters signifies you are indeed yelling.
4. I will respond to your e-mails as quickly as I can. Please also understand that I am not on the Internet 24-7, and I may not be as prompt as you think I should be. I try to check e-mail
about twice a day Monday-Friday.
5. When using course message, use the “respond to” function ONLY if you are responding directly to an e-mail I have sent. Use the “compose” function for any new subjects.

Student Recording/Presentational Guidelines

Recording Guidelines for Online Students
If you do not come to campus to deliver your introduction or informative speeches on the scheduled dates, you are responsible for recording your presentation. The guidelines for your recorded presentation are as follows:
- Your presentation may be recorded and submitted through Blackboard.
- Your recorded presentation must be uploaded to YouTube and then send the link. If using YouTube do not make private.
- You must have at least 3 or more audience members over the age of 18 and scan your audience at the beginning of your speech and then turn camera on you.
- You must present in an appropriate environment. Do not film yourself sitting down or at a kitchen table, or in your garage. You may choose to record at your place of employment in a conference room, a church, or a classroom. Most of your local libraries have an acceptable room available for use. The UA - Pulaski Tech libraries and the CHARTS Collaboration Center have an acceptable room and recording equipment available.
- Your camera volume must be turned high enough for your presentation to be easily heard.
- You should keep background noise to a minimum. For example, noises such as children playing in the next room will be heard on your recording. Anything that adult audience members say or do will also be included in the recording.
- You should review your recording device prior to submitting your speech to ensure that your presentation is viewable and meets all submission guidelines.
- Your audience members must pay attention to your entire speech.
- You must face your audience during your presentation. A suggested audience arrangement is: You facing the audience, audience sitting in chairs, camera and camera operator in the back of the room.
- Your recorded presentation must be one take. If it appears that your video has been edited, points will be deducted.
- If you have a special situation, please let me know and we can work out a plan together to ensure you success in this class.

Presentation Guidelines
- You must stand up when delivering your speech.
- For Informative Speech only - You must use and reference a PowerPoint during your Informative Speech (but not for your Introduction Speech), and your PowerPoint must be easily seen in your recording. You must see you and PowerPoint in same screen shot.
For Informative Speech we must see you and PowerPoint all in the same frame. PowerPoint cannot be shown on a small laptop beside you.

You are strongly encouraged to use a podium, lectern, or music stand for your notes/presentational outline.

You should dress professionally for your speech Informative Speech. (see grading rubric for this assignment).

Guideline Exceptions: The only exceptions to any of the above guidelines will be made on a case-by-case basis to students who have documented disabilities and who have provided the instructor with the letter of approved accommodations from the UA-PTC Coordinator of Disability Services.

Grading Policy

Letter grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>Awarded to work which far exceeds minimum expectations, not only doing all that is required, but doing it with superior skill, creativity, and thoroughness.</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>Awarded to work which is clearly above average, not only doing what is required, but doing it very well and demonstrating substantial competence.</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>Awarded to work which is average; it meets the minimum requirements, but does not demonstrate a grasp of the material beyond the rudimentary.</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>Awarded to work which is passing, but below average competency for college students. A significant amount of work is missing, or work shows little effort or thought and has many errors.</td>
</tr>
<tr>
<td>F</td>
<td>0 to 59%</td>
<td>Awarded to work which does not meet the minimum requirements of the course, and/or demonstrates a general lack of understanding or effort.</td>
</tr>
</tbody>
</table>

Definition of Grades
Course Requirements – Major Assignments

Readings
The assigned readings are the foundation for our class discussions, assignments, and exams. The assigned readings outlined for each chapter will be provided in each learning module. It is expected that students will complete readings before the assigned date. You are strongly encouraged to bring your text to class for reference. While not always discussed in class, all assigned readings represent testable material.

Speeches and Prep Work = 490 Points
You will deliver two in-class speeches this semester: a 2-3 minutes Introduction speech (100 points) and a 4-6 minutes Informative speech (200 points and 190 points prep assignments). Each speech will be given on a topic of your choosing (and instructor approval). Your grade on your presentations will be based, in part, on the materials you prepare for the presentation (e.g., outline and PowerPoint). The remainder of your grade will be based on meeting the requirements for oral delivery. Instructions for completing each speech are included in Blackboard and will be discussed later in the semester.

Informative Speech topics not allowed: religion, abortion, marijuana, political topics and STD’s.

*If you are considering one of these topics, or something similar, please speak to me early in the planning process.
Participation = 185 Points
You will do a few assignments such as, Wikis, Journals, Discussions and a course agreement.

Nonverbal Group Project = 50 Points
You will be assigned/choose a group during Module 2 and will do a group presentation over your assigned material from the chapter. This will be a group grade and you must be present to participate. There is no make-up for missing this assignment.

Papers = 100 Points
You will deliver three papers this semester: a 1 page self-reflection (25 points), a conflict management analysis (50 points), and a reflection (25 points). The papers have unique writing perspectives, and specific guided questions to help with the construction of the paper. Sample papers are provided as guides.

Exams = 125 Points (3 Module Exams 25 Points each, Comprehensive Final 50 points)
Three module exams (25 points each) will be given during the semester and a comprehensive final (50 points). The exams will consist of multiple-choice questions. You are responsible for all the material presented in class discussions and your required readings for each exam.

Information Literacy (Research) Assignments = 50 Points
You will complete 2 information literacy assignments during the semester a LibGuide assignment & a Research Warm-Up. Instructions for completing these assignments will be provided later in the semester.

Writing Expectations
To write effectively should be a given in college. Thus, your written work will be evaluated on both content and mechanics (spelling, grammar, and punctuation), and you are expected to proofread your writing before you turn in an assignment. You present yourself as an educated person and competent communicator when you show control of the mechanics of writing. Mistakes in spelling, grammar, and punctuation will not significantly affect your grade as long as the mistakes are few and minor. However, because major and consistent mistakes affect the meaning of an assignment and detract from your presentation of yourself as a competent communicator, they will lower your grade.

I highly recommended that you seek the assistance of the UA-PTC Tutoring Labs when preparing written assignments for this class.

Make-Up Policy
- Speeches may only be made up if you contact me via email or phone AND provide me with proper documentation within 48-hours of the absence. Proper documentation is official documentation from a doctor, hospital, funeral home, or officer of the court (accident reports/traffic citations), which verifies the reason for your absence. You are solely responsible for arranging a make-up video if approved.
• The exams will be posted for a short period of time on Blackboard, and you must take the test during that time. Make-ups on tests will not be allowed. No excuse for missing a test will be accepted. If you miss an exam, the next exam can replace that zero with the grade you earn on that exam (one time only – up to 25 points). The final does NOT apply to this policy.

Academic Integrity

It is expected that all students who attend UA-PTC conduct themselves in a manner appropriate for the college experience. Academic integrity is a vital component of collegiate behavior. The UA-PTC catalog states, “The gaining of knowledge and the practice of honesty go hand-in-hand.”

The catalog also states, “The responsibility and authority of initiating discipline arising from violations of the rules against dishonesty during the process of the course are vested in the instructor of that course.”

The complete Academic Integrity Policy is in the UA-PTC code of conduct.

Accommodation Policy

Services for Students with Disabilities: UA-PTC is committed to fulfilling all federal requirements as stated in the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the American with Disabilities Amendments Act (ADAAA) of 2008. Accommodations are available to students who have documented disabilities. Students who request accommodations must register with the Disability Services Office (Main Campus: 501-812-2738 or South Campus: 501-812-2862) and must provide current and relevant documentation.

Students requesting accommodations should inform the instructor at the beginning of the course or as soon as accommodations are approved. It is the student's responsibility to provide their Accommodation Letter to the instructor. Accommodations are not retroactive and will only be provided once your instructor receives the Accommodation Letter.

Student Code of Conduct

All students are expected to abide by the UA-PTC Student Code of Conduct. For the full Student Code of Conduct, access the most current version of the UA-PTC Academic Catalog.

Sexual Misconduct

No person at UA - Pulaski Technical College will, on the basis of gender, be excluded from participation in, be denied benefits of, or be subjected to sex discrimination, sexual harassment or sexual misconduct under any education program or activity. All college administrative policies and procedures regarding sex discrimination, sexual harassment, and sexual misconduct are in compliance with Title IX. Students who feel they are victims of sexual misconduct should contact the UA-PTC Title IX Deputy Coordinator for Students:

Michelle Anderson, Director of Student Life and Leadership
Campus Center Building Room 216
501-812-2756
manderson@uaptc.edu
Course Evaluations

Students may be asked to evaluate their instructor and course near the end of the semester. These student evaluations are very important to the improvement in the quality of instruction and course materials. All results are anonymous and shared with the faculty only after the semester is over and grades have been posted.

Information Literacy

UA-PTC is committed to the Information Literacy Competency Standards for Higher Education as established by the Association of College and Research Libraries and endorsed by the National Forum on Information Literacy. Therefore, all courses will incorporate an information literacy component so that, by graduation, all students will be able to recognize the need for information, then locate, evaluate, synthesize, and communicate information in an ethical manner. Information literacy encompasses critical thinking, research, media, technology, health, business, and visual literacy skills to produce lifelong learners who can make informed decisions in the workplace and in their personal lives.
<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Here Materials</td>
<td>Course Agreement Form</td>
<td>10</td>
<td>1/13</td>
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<tr>
<td>1</td>
<td>Read Chapters 1-4</td>
<td></td>
<td>Wk 1-4</td>
<td>LO 1</td>
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<tr>
<td>Understanding Communication</td>
<td>Discussion Introductions – 5 Pics</td>
<td>15</td>
<td>1/20</td>
<td>LO 1</td>
</tr>
<tr>
<td></td>
<td>LibGuide Scavenger Hunt</td>
<td>25</td>
<td>1/20</td>
<td>LO 2</td>
</tr>
<tr>
<td></td>
<td>Wiki – The Dare by Roger Hoffman</td>
<td>35</td>
<td>1/27</td>
<td>LO 1</td>
</tr>
<tr>
<td></td>
<td>Major Presentation: Introduction Speech</td>
<td>100</td>
<td>1/27</td>
<td>LO 3</td>
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<td><em><strong>If presenting in person we will meet on campus on 1/27, between 9:30 am – 10:30 am, in the CHARTS building room 227, on the main campus</strong></em></td>
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<tr>
<td></td>
<td>Introduction Speech Self-Assessment Paper</td>
<td>25</td>
<td>2/3</td>
<td>LO 1,3</td>
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<tr>
<td></td>
<td>Exam 1</td>
<td>25</td>
<td>2/3</td>
<td>LO 1</td>
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<td><strong>Total Points for Module</strong></td>
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<td>2</td>
<td>Read Chapters 5-7</td>
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<td>Wk 5-7</td>
<td>LO 1,2</td>
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<tr>
<td>Fundamental Communication</td>
<td>Research Warm-Up</td>
<td>25</td>
<td>2/10</td>
<td>LO 2</td>
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<tr>
<td></td>
<td>Informative Speech – Topic Selection and Thesis</td>
<td>15</td>
<td>2/17</td>
<td>LO 2,3</td>
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<tr>
<td>Task</td>
<td>Points</td>
<td>Due Date</td>
<td>LO</td>
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<td>Nonverbal Group Assignment</td>
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<td>Exam 2</td>
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<td>2/24</td>
<td>1,2</td>
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**Total Points for Module** 115

### Informative Speech (3 Weeks)

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Due Date</th>
<th>LO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 8-12</td>
<td></td>
<td>Wk 8-13</td>
<td>1-3</td>
</tr>
<tr>
<td>Student Speech Critiques</td>
<td>25</td>
<td>3/3</td>
<td>3</td>
</tr>
<tr>
<td>Discussion – Self-fulfilling Prophecy with Visual</td>
<td>50</td>
<td>3/3</td>
<td>1-3</td>
</tr>
<tr>
<td>Informative Speech – Sources</td>
<td>25</td>
<td>3/10</td>
<td>2</td>
</tr>
<tr>
<td>Informative Speech – Full-Sentence Outline Draft</td>
<td>35</td>
<td>3/27</td>
<td>2</td>
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<tr>
<td>Informative Speech – Electronic Visual Aid</td>
<td>25</td>
<td>3/31</td>
<td>3</td>
</tr>
<tr>
<td>Informative Speech – Full-Sentence Outline Final</td>
<td>65</td>
<td>4/3</td>
<td>2</td>
</tr>
<tr>
<td>Major Presentation – Informative Speech</td>
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<td>4/7</td>
<td>3</td>
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***If presenting in person we will meet on campus, on 4/7, between 9:30 am – 11:30 am., in the CHARTS building room 228, on the main campus***

**Total Points for Module** 425

### Relationship Communication (4 Weeks)

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Due Date</th>
<th>LO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapters 13-16</td>
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<td>Wk 14-16</td>
<td>1,2,4</td>
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<tr>
<td>Journal – Small Group Participation</td>
<td>25</td>
<td>4/14</td>
<td>4</td>
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<tr>
<td>Journal – Leadership and Influence</td>
<td>25</td>
<td>4/21</td>
<td>4</td>
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<tr>
<td>Conflict Management Analysis Paper</td>
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<td>4/28</td>
<td>4</td>
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<tr>
<td>Discussion</td>
<td>25</td>
<td>4/28</td>
<td>1,2</td>
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<tr>
<td>Reflection Paper</td>
<td>25</td>
<td>5/5</td>
<td>1-4</td>
</tr>
<tr>
<td>Exam</td>
<td>25</td>
<td>5/5</td>
<td>4</td>
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**Total Points for Module** 175

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Due Date</th>
<th>LO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final</td>
<td>50</td>
<td>5/6-5/8</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Final Exam (ONLY OPEN 5/6 – 5/8)
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<tbody>
<tr>
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