

FUNDAMENTALS OF SPEECH CURRICULUM HANDBOOK:

SPCH 1010 FUNDAMENTALS OF SPEECH



The purpose of this Handbook is to provide assistance and a general academic overview for SPCH 1010 Fundamentals of Speech course taught at Motlow State Community College. For more information regarding general help/information, MSCC policies/procedures, administrative duties, using D2L, etc., please refer to the Adjunct Faculty Handbook available here:

http://www.msc.edu/humanresources/new_employee_orientation.aspx

If you have any questions regarding SPCH 1010 Fundamentals Of Speech such as; syllabus, students, testing, D2L online, classroom equipment, please do not hesitate to contact your faculty mentor or the Humanities Department Chair, Brian Robinson at 931.393.1674 or email at brobinson@mscc.edu.

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Beginning of the Semester Responsibilities

At the beginning of each semester, Instructors are required to

- 1). Send electronic copies of all Course Outlines to the Department Admin. Asst., Bobbie Underwood (bunderwood@mscc.edu).
- 2). Report Attendance in Banner on the first day of class and for each subsequent class period for the first two weeks of the semester (see the Adjunct Faculty Handbook p. 5).
- 3). Become familiar with the Early Alert System so that it can be used on the first day of class if needed (see the Adjunct Faculty Handbook: http://www.mscc.edu/adjunct/adjunct_faculty_handbook.pdf pp. 6-12).
- 4). Include any appropriate General Education Assessment Assignments in the Course Outline for that course (see this Handbook under the appropriate course for Assessment materials).

Course Outline Requirements

ARTA 1030 course has a Standard Syllabus (see this Handbook for specific syllabus). At the beginning of the term, Instructors will create Course Outlines based on the Standard Syllabi and will submit these outlines (either electronically or via hardcopy) to their students as well as to the Department Administrative Assistant, Bobbie Underwood. (bunderwood@mscc.edu).

Using this handbook, Instructors will locate the Standard Syllabus for the ARTA 1030 Art Appreciation course and will then copy and paste the syllabus as a whole into a new Word document. Then, in the new document, the Instructor will erase information under specific Headings (such as Instructor Information) and type in their pertinent information to create their personal Course Outline for the course.

For help creating a Course Outline, contact the Humanities Chair, Brian Robinson, at brobinson@mscc.edu.

Faculty are permitted to change information found on the Standard Syllabus to suit their own professional character (such as Assignments and Course Policies), but it is imperative that the Instructor adhere to the Student Learning Outcomes for the course and that the Instructor's teaching methods, policies, and practices reflect the Best Practices established by the Fine Art Department (see below).

Course Outlines must include major MSCC policies from the Standard Syllabus (such as the Academic Misconduct Policy, the Classroom Misconduct Policy, the Disability Services/Accommodations statement, the Confidentiality of Student Records statement, etc.). See Motlow policy: http://www.mscc.edu/humanresources/policies/Academic/2100100_Course_Syllabi_and_Outline.pdf for more information.

Instructors should remember that they may not be able to enforce a policy (or receive support from the MSCC administration in a dispute with a student) if that policy has not been explicitly stated in writing (preferably, on the Course Outline).

Ordering and Procuring Textbooks

Textbooks will be ordered in mid-semester for the up-coming semester. Full-time faculty will be asked to submit their preferences to the Chair via email at that time. Except in unusual circumstances, Adjunct Faculty will have the approved text for the course ordered for them. This is because the schedule for classes being taught by Adjunct Faculty is very fluid, and books will have to be ordered for courses even when we do not know who will teach the course. Moreover, Adjunct Faculty schedules are subject to change with very little notice, which limits our ability to order individually-preferred texts for Adjunct Faculty.

Any Instructor who needs a textbook for an MSCC ARTA 1030 course should contact the Department Chair via email brobinson@mscc.edu to obtain that text. These texts are approved texts for MSCC courses, and the Chair will try to maintain extra copies so that requests can be answered in a timely manner. In the spirit of professional development, all MSCC Instructors are encouraged to also contact the appropriate book representatives whenever they wish to obtain an examination copy of a textbook not currently in use at MSCC and are encouraged to submit new textbooks for approval for specific classes. Such decisions will typically be made in the Spring semester of each year.

Grading Scale

Final grades for Fine Arts Department courses are letter-based, with a range of A, B, C, D, and F. These grades are represented numerically on a ten-point scale in accordance with college policy:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

Plagiarism (Academic Misconduct)

The MSCC Catalog and Student Handbook defines plagiarism as the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the Instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the Instructor has the authority to assign an appropriate grade proportional to the nature and extent of academic misconduct, including an F or zero for the exercise or examination, or F in the course. When an Instructor discovers an incident of academic misconduct and the student is assigned an F in the course specifically because of academic misconduct, the Instructor will notify the department chair/director. The chair/director will notify the student in writing within five (5) working days and will provide a summary of the details of the incident and the penalty along with an explanation of the student's right to due process and the college's appeal process. The chair/director will also notify the Assistant Vice President for Student Affairs.

A student may not drop or withdraw from a course when he or she is suspected of academic misconduct to avoid a penalty for academic misconduct. If the Instructor determines before the "last day to drop a class" that a grade of F for academic misconduct in the course is warranted, the Instructor should contact the Director of Admissions and Records, Greer Alsup (galsup@mscc.edu 931-393-1530), **before** informing the student of the decision to assign the F. This will prevent the student from dropping the course before the F can be assigned.

When a student receives more than one F as a result of academic misconduct, the Assistant Vice President for Student Affairs will summon the student and begin proceedings for additional disciplinary actions subject to the process for disciplinary procedures.

Classroom Misconduct

The Instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.).

Reporting Student Attendance

Because Instructors are often asked to provide attendance records for MSCC administrative purposes, it is extremely important that Instructors keep their own record of student attendance throughout the semester even if the student's grade will not be affected directly due to absence.

Since the majority of our students receive some form of Financial Aid, Instructors are also required to record student attendance in our Banner system for the first two weeks of the semester. Because verifying that students have attended class is a federal requirement, an Instructor's failure to record attendance will prevent students from receiving their Financial Aid checks. After the first two weeks of the semester, Instructors may keep their own attendance records without recording attendance in Banner other than to mark when a student has stopped attending the class altogether.

To record attendance in Banner, select the MyMotlow icon from the MSCC homepage. After login, select "Faculty and Advisors" and then select "Attendance Reporting." Mark each student's attendance using the pull-down menu in the student's record. Select "Y" if the student has attended at least once or "N" if the student has never attended.

Remember to change the student's record to "Y" if the student attends after your initial "N" record. However, once you have marked a student as attending ("Y") during the first two calendar weeks of the semester, do not change the record to "Stopped Attending" ("S") status if they miss a class, as this may complicate their Financial Aid status. Instead, wait until later in the semester when you are sure the student is no longer attending the course to change the student's record to "S," stopped attending. Additionally, online courses should include a means of determining if a student is progressing in the course or "attending" electronically. For example, online instructors might require their students to pass a quiz over the Course Outline during the first week of class in order to verify active "attendance" ("Y") in the course. After that, Instructors may track student activity by clicking on "A-Z listing" from the top of the course home screen in D2L. Then, select "User Progress" to monitor the student's number of logins. If a student has at least one login, that student has demonstrated "attendance." Be sure to keep track of this as the semester progresses in order to determine whether or not an "Early Alert" needs to be performed.

Student Early Alert System

Faculty are asked to initiate an Early Alert when a student misses two or more classes during the semester.

Once an Early Alert is initiated, Student Success will contact the student in hopes of providing the student additional help or guidance.

After the second absence of the semester, the Instructor will initiate Early Alert procedures with the Student Success Center by filling out the instructions provided here (this form is on the Intranet, so Instructors will need to login using their MyMotlow username and password in order to access it): [Early Alert System](#)

Instructors are strongly advised to initiate an Early Alert for students who miss the first scheduled class meeting despite this being only the first absence of the first six weeks of the course.

ATTENDANCE EARLY ALERT

*Enter your MyMotlow
account and click on your Faculty
Services Tab*

The screenshot shows the MyMotlow website interface. At the top left is the MyMotlow logo. Below it is a navigation bar with four tabs: "Personal Information", "Student", "Faculty Services", and "Employee". The "Faculty Services" tab is highlighted in blue, and a green arrow points to it. To the right of the navigation bar is a search box with a "Go" button and links for "SITE MAP", "HELP", and "EXIT". Below the navigation bar, there are several redacted areas (blacked out) for user information. The text "Your MyMotlow" and "Your Campus En" followed by ".c.edu" is visible. Below this, it says "Check below to see if you have any alerts:". Further down, there is a paragraph of instructions: "If you have alerts listed, please click on any one of the links at the right to access the Financial Aid Unsatisfied Requirements page, or click on the 'Continue to MyMotlow' button at the bottom of the page to complete this step later." At the bottom of the page, there is a button labeled "Continue to MyMotlow".

Faculty and Advisors

- [Student Information Menu](#)
View a student's transcript, holds, test scores, schedule, address, and email
- [Term Selection](#)
- [CRN Selection](#)
- [Class List with Student Detail](#)
- [Midterm Grades](#)
- [Final Grades](#)
- [Class List Summary](#)
- [Faculty Detail Schedule](#)
- [Week at a Glance](#)
- [Advisee Listing](#)
- [Teaching Assignment History](#)
- [Course Catalog](#)
- [Class Schedule](#)
- [Attendance Reporting](#)
- [Learning Support Competencies](#)
- [MyMotlow Gift Graduation Planning System](#)
- [Create an Early Alert for a Student](#)
- [Follow-up On an Early Alert Student](#)

Step 2: Select the term and

How To "Flag" a student with an Academic Alert for Attendance



[Personal Information](#) [Student](#) [Faculty Services](#) [Employee](#)

Search

[RETURN TO MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

Select Term

Hasty
35 pm

Select a Term:

Early Alert is a process that allows you to "flag" a student by indicating concerns regarding attendance and

Step 1: Click on Create an Early Alert for Student

Personal Information Student **Faculty Services** Employee

Search Go RETURN TO MENU SITE MAP HELP EXIT

Select a CRN Hasty
2013
18 pm

CRN: ENGL 0810 L01: L S Writing (HYBRID), 5065

[Enter CRN Directly]

Faculty Academic Alert Roster

Number of **Flagged** students in this course: 0
(0 **Flagged** Academic Alert submission(s) completed, 0 not completed).

Professors are requested to complete Academic Alert reports early in the semester, including making contact and submitting a follow-up shortly thereafter for all **flagged** students. **Students will receive this information.** Flagged students appear at the top of the roster followed by the remainder of the class. Click the green + icon on the left of each name to display the Academic Alert form.

Course Information
L S Writing (HYBRID) - ENGL 0810 F01
CRN: 50660

⚠ Please note that there is a 30 minute time limit starting at 09:58 a

***Please click on the Behavioral Referral Form under the Employee tab to rep**

Academic Alert #1

Record Number	Student Name	ID	Academic Alert Sta	Grade
1		1386	Monitored	None <input type="button" value="+"/>
2		3235	Monitored	None <input type="button" value="+"/>
3		4344	Monitored	None <input type="button" value="+"/>

Step 3: Click the dropdown box to choose the appropriate class and then hit submit

All students within the class have an initial "Monitored" status. If you have a student that you wish to process an alert for in regard to attendance or tardiness, click the green

Faculty Academic Alert Roster

Hasty
1/20/13
5:58 am

Number of **Flagged** students in this course: 0
(0 **Flagged** Academic Alert submission(s) completed, 0 not completed).

Professors are requested to complete Academic Alert reports early in the semester, including making contact and submitting a follow-up shortly thereafter for all **flagged** students. **Students will receive this information.** Flagged students appear at the top of the roster followed by the remainder of the class. Click the green + icon on the left of each name to display the Academic Alert form.

Course Information

L S Writing (HYBRID) - ENGL 0810 F01
CRN: 50660

Please note that there is a 30 minute time limit starting at 09:5

*Please click on the Behavioral Referral Form under the Employee tab to

Academic Alert #1

Record Number	Student Name	ID	Academic Alert
1	[Redacted]	1386	Monitored

Select any issues or concerns that apply. Offer one or more recommendations:

- Poor attendance
- Habitual tardiness
- Please make an appointment with your instructor

Enter Comments:

2	[Redacted]	3235	Monitored
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This system is set up currently to track poor attendance and habitual tardiness. You may mark one or both for any student needing notification.

To the right of the concerns you will see the

The comment box allows you to make additional comments if desired.

PLEASE NOTE: These comments

Remember to click "submit" once you have completed your alert.

Submit Reset

*Please click on the Behavioral Referral Form under the Employee tab to

Academic Alert #1

Record Number	Student Name	ID	Academic Alert
1	[Redacted]	1386	Flagged
2	[Redacted]	4344	Flagged
3	[Redacted]	3235	Monitored

Students with an Academic Alert Status set to "flagged" will appear at the top of the student roster. It is important that you make personal contact to follow-up with the "flagged" students.

When an instructor submits an alert for a student, the student will be notified both within their MyMotlow Account as shown here and also



Personal Information **Student**

Search

[SITE MAP](#) [HELP](#) [EXIT](#)

/N

Your MyMotlow

Your Campus Em

Check below to see if you have

If you have alerts listed, please

click on the "Continue to MyMotlow" button at the bottom of the page to complete this step later.

As described above, a student can see their alert by choosing the Academic Alert link under their student tab.

• Academic Alert! One or more of your Instructors has concerns about your academic progress. To see the detail of your Academic Alert, click the Academic Alert link under the Student tab above.
ENGL0810-F01 - Alerte

If you do not have any alerts, please click on the "Continue to MyMotlow" button at the bottom of the page.

Personal Information **Student**

Search [SITE MAP](#) [HELP](#) [EXIT](#)

Academic Alert

pshaw
2013
32 pm

i This **Academic Alert** report is your professor's assessment of your attendance to date. The Academic Alert Coordinator has received this information as well. **Please make an appointment to discuss this with your professor as soon as possible.** Your academic performance is important to us and we want to work with you to help you succeed at MSCC.

Student Information

Academic Alerts

CRN	Subject	Course Section	Course Title	Estimated Grade	Credits
50660	ENGL	0810 F01	L S Writing (HYBRID) -		3.000
Submitted <input type="text"/> hasty on August 14, 2013					
Issues: Habitual tardiness					
Recommendations: Please make an appointment with your instructor immediately					
Comments: Student has missed 3 consecutive classes.					

[Select another Term](#)

How To "Follow Up" on an Academic Alert

The e-mail sent to the student will read similar to the notification shown above with all

Here is where the student will see the issues, recommendations and comments posted by the faculty member.

Faculty and Advisors

Student Information Menu

View a student's transcript, holds, test scores, schedule, address, and email

[Term Selection](#)

[CRN Selection](#)

[Class List with Student Detail](#)

[Midterm Grades](#)

[Final Grades](#)

[Class List Summary](#)

[Faculty Detail Schedule](#)

[Week at a Glance](#)

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[Teaching Assignment History](#)

[Course Catalog](#)

[Class Schedule](#)

[Attendance Reporting](#)

[Learning Support Competencies](#)

[MyMotlow GPS Graduation Planning S](#)

[Create an Early Alert for a Student](#)

[Follow-up On an Early Alert Student](#)

Click on the "Follow Up" tab to complete this academic alert.

Personal Information Student **Faculty Services** Employee

Search RETURN TO MENU SITE MAP HELP EXIT

Early Alert Follow Up

A00001004 Linda H. Hasty
Summer Term 2013
Aug 14, 2013 04:22 pm

Course Information
L S Writing (HYBRID) - ENGL 0810 F01
 CRN: 50660

Students Requiring Early Alert Follow Up

#	Student Name	ID	Follow Up Method and Comments
		51386	Phone <input type="text"/> Enter Comments: Met with student to discuss his absences. Student noted that he had been withdrawing from school.
		34344	Click here <input type="text"/>

For each student you are providing follow-up information, please select the follow-up method from the drop down box.

In addition, please enter detailed commentary on your

Please be sure to select the follow up method after entering the follow up information. Click the submit button

PLEASE NOTE: Once you have completed a "follow up" on a student, they will return to "monitored". You may continue to make notes regarding and notify students of attendance concerns throughout the semester. Just follow the same process each time.

*If you determine that an Early Alert is not needed, you are still required to login to MyMotlow/Banner and click on "Create an Early Alert" and check the box shown below:

Click the box to the right if you have no early alerts to report today:

Reporting Student Behavioral Incidents

If a Faculty member observes student behavior that interferes with a safe, productive learning environment, the Faculty member is encouraged to complete the Student Behavioral Report form by logging into MyMotlow and using the search engine at the top of the Faculty and Advisors page to search for "Behavioral Referral Form."

The Student Behavioral Intervention Committee (SBIC) maintains a database and tracks behavioral issues regarding students who have been identified by faculty or staff; offers professional development for the college, as needed; recommends policies and procedures that encourage intervention, if needed, in order to maintain a safe learning environment; and establishes communication for all campuses while maintaining sensitivity to responses of troubled students.

Faculty and staff are encouraged to submit a Student Behavioral Report with specific concerns relative to certain behaviors, including those regarding the safety of Motlow students and/or unprofessional, excessively disruptive, or threatening behavior toward MSCC personnel or students. This form should be completed even if the Faculty member feels the incident is an "it may be nothing, but . . ." situation. Although the information may seem trivial by itself, it may help in understanding a broader range of the student's behavior.

Class Cancellation

Classes are expected to follow the appropriate MSCC academic calendar. Class should meet each scheduled day on that calendar and should begin and end on time. Class cancellation should occur only in the event of an emergency or illness.

If you find you cannot meet your class at the scheduled time, immediately contact your students (via D2L or MyMotlow email), your Department Chair, and the office at your teaching location. Please, ensure that your email to the students explains how your daily schedule of assignments will be affected and what they should do to prepare for the next class meeting.

Submitting Final Grades

A final grade must be recorded for each student on the roll. To submit final grades, choose the "Faculty and Advisors" link in your MyMotlow account and then click on "Final Grades." Use the pull-down menu located within each student's record to assign the final grade for the course. Instructors must give the last date of attendance for all assigned "F" grades regardless of the circumstance for the grade.

Please make sure students are aware that final grades will not be available to students immediately after instructors record them--only when released by Admissions.

If special circumstance arise that you feel may interfere with your ability to turn in grades on time (illness, family emergency, etc.), you should contact your Department Chair immediately so that steps can be taken to assist you to get grades turned in by the due date.

Be aware that if you do not submit your final grades by the administrative due date, a grade of NR (not reported) will be assigned to each of your students. In consultation with your Department Chair, you will then be required to manually complete a Grade Change form for every student on your class rolls. As this process will create serious inconveniences for students and administrators, failure to turn in grades by the assigned date, unless there are extreme and extenuating circumstances, could seriously jeopardize an adjunct's future employment with Motlow.

Grade Changes

If an Instructor needs to change a course Final Grade, she or he must fill out a Change of Grade form and submit it to their Department Chair. The form is available via the A to Z Index by clicking on "Form Bank for Faculty and Staff" and then "Change of Grade form."

Smarthinking

Students may receive online tutorials for course writing assignments via Smarthinking. After submitting a completed essay to Smarthinking, students may have their work reviewed and critiqued by an "e-structor" who will provide a personalized-response to the student (typically, within 24 hours). Students may access Smarthinking here: <http://www.mscc.edu/smarthinking.aspx>

Writing Centers

Writing Centers are located at the following locations:

Main Campus

Smyrna Campus

McMinnville Campus

Fayetteville Campus

Students may sign up for appoints via mscc.mywconline.com

Due to limited resources, please do not require all students to visit the Writing Center. However, Instructors may require any student who has received a grade lower than C to visit the Writing Center before being allowed to resubmit a paper.

When asked, Writing Center tutors will visit classes and will give students information on Writing Center services, describe how tutoring sessions work, and show students how to register and make an appointment using the WC online scheduler.

Best Practices

Development, delivery, and assessment of the curriculum incorporates standard best practices for collegiate education. This includes collaboration of faculty in curriculum design and textbook selection, articulation of evidence-based learning goals, objectives, and student learning outcomes (SLOs), and use of appropriate assessment of student learning. Assessment results are used to make necessary adjustments in the curriculum.

1. Faculty should utilize classroom/computer lab working sessions to sharpen research, writing, and revision skills.
2. Faculty should utilize media outlets (i.e. Films on Demand, Youtube.com, Ted Talks, Student speeches) as examples of effective and non-effective speaking abilities.
3. Faculty should bring attention to learning resources available to students (i.e. library orientation, Google Scholar, additional websites pertaining to the communication discipline)
4. Faculty should incorporate impromptu speaking activities throughout the semester.
5. Faculty should use in-class debate or opposing view point activities to emphasize persuasive techniques and the importance of supporting arguments and individual view points
6. Faculty should require students to view and critique professional and student speeches.
7. Faculty should utilize guest speakers on campus or in the community when available.
8. Faculty should incorporate listening activities as a viable communication skill.
9. Faculty should require presentational aids as part of the presentation for a minimum of 2 speeches.
10. Faculty should incorporate outline development and revision for process and research speeches.
11. Faculty should include classroom discussions as they relate to individual assignments and speech topics.
12. Faculty should strive to create a positive climate and open learning environment.

Curriculum Design

All faculty, regular (full-time) and adjunct, are obligated to teach to the course goals and objectives articulated in the official course syllabus for the SPCH 1010 course as developed by the communication faculty. To promote course accessibility and student engagement, most on-ground sections utilize online course elements (e.g., quizzes, exams, writing assignments, etc.) through *Desire-to-Learn (D2L)*, the college's proprietary web-based learning management system. Textbook selection for the course is accomplished through collegial review and consensus of regular faculty (which includes consideration of input by adjunct instructors as appropriate) and strives for a balance of academic quality and affordability for students. Faculty and course evaluation feedback from students is used to promote student success through continuous improvement of course construction and delivery.

Standard Syllabus

The mission of Motlow State Community College is to enrich and empower its students and the community it serves.

Speech 1010 Section/Time

3 Credit Hours

Semester/Year

This Course Outline is subject to change with notice.

Prerequisites: Students should have completed or be enrolled in ENGL 1010 English Composition I in order to be enrolled in SPCH 1010. In the basic English composition course, students learn the basic techniques of organization and outlining as well as word choice and sentence structure. These are essentials in the speech course.

Catalog Description: This course is a study of communication skills, including practice in organizing, preparing, and delivering various types of informative and persuasive speeches, and in engaging in constructive criticism of oral communication. Prerequisite: Exemption of or completion of ENGL 0810 and READ 0810.

Instructor Information:

Instructor Name
Office Location
Office Hours
Phone Number/E-mail

Required Texts:

Mastering Public Speaking by Grice and Skinner, current edition.
Additional Needs: 3x5 or 4x6 Note Cards

Student Learning Outcomes:

1. Develop the ability to stand before an audience and express ideas clearly effectively, and with mastery over fear.
2. Organize, outline, and present oral presentations.
3. Identify various persuasion techniques in oral communication.
4. Gain self-esteem as a communicator.
5. Understand the listening process and critique speeches.
6. Demonstrate an understanding of the various purposes of public speaking

Course Objectives:

1. The student will prepare and present a self-introductory speech.
2. The student will outline, prepare and present at least 4 extemporaneous speeches including 2 which are informative and 1 which is persuasive.
3. The student will outline, prepare and present at least one special occasion speech.
4. The student will outline and present an impromptu speech.
5. The student will participate in a study of listening and do work in specific listening activities.
6. The student will participate in a study of critiquing and will critique speeches which are given during the course.
7. The student will demonstrate by written examination a mastery of the text content.

Major Assignments and Method for Calculating the Final Grade:

Grading Scale:			
Self-Introductory Speech	(3-5 min.)	No Grade	900-1000 = A
Informative Speech	(5-7 min.)	100 points	800-899 = B
Impromptu Speech	(2-4 min.)	100 points	700-799 = C
Demonstration Speech	(6-8 min.)	100 points	600-699 = D
Special Occasion Speech	(3-5 min.)	150 points	Below 600 = F
Persuasive Speech	(8-10 min.)	300 points	
Midterm Exam			100 points
Final Exam			<u>150 points</u>
TOTAL			1000 points

*You will be given an opportunity to earn up to 20 extra points by critiquing speeches in the community.

Attendance: Students are **REQUIRED** to be in attendance and on time for each class. Arrival over 15 min past the beginning of class is the equivalent of an absence. You will not be allowed to make up missed work or speeches without a written excuse from a doctor. For the sake of fairness to all students, work responsibilities are not a valid excuse for missing class.

Course Policies:

Class Policies: You will be allowed to use your electronic devices at set times during the course. Any other times: lecture, student speeches, etc, your devices need to be on *silent* and put away. I reserve the right to collect cell phones and devices if I see them out and in use during classtime. You will receive it back at the end of class. Don't want your cell phone taken away? Don't have it out during class.

Academic Misconduct Policy:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. Based on their professional judgment, instructors have the authority to impose the following academic sanctions: (a) require the student to repeat the assignment for full or partial credit; (b) assign a zero, an F, or any other grade appropriate for the assignment or examination; (c) assign an F for the course. In addition, disciplinary sanctions may be imposed through the regular institutional procedures. For more information, see MSCC Policy 3:02:00:03.

Classroom Misconduct Policy:

The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). For more information, see MSCC Policy 3:02:00:03.

Class Cancellation Policy:

If this specific class is cancelled for any reason, *you will be notified via email* and will be told there how to prepare for the next class period.

For campus-wide cancellations, students are advised to take advantage of the **Motlow Rave** system in order to receive text messages when class is canceled. For more information, see

<https://www.getrave.com/login/mscc>.

Emergency Procedures Policy:

In case of a **medical emergency** we will immediately dial 9-911 and report the nature of the medical emergency to emergency response personnel. We will try to stay with the person(s) in need and maintain a calm atmosphere. We will talk to the person as much as possible until response personnel arrive on campus, and we will have someone go outside to meet emergency personnel and direct them to the appropriate location.

In the event of an emergency (drill or actual), a signal will be sent. Based on that signal, students will follow the procedures below for that specific type of emergency:

Loud warbling sound throughout Building (FIRE)

Collect purses and coats and proceed immediately out of your room and exit through the closest emergency exit. Proceed to the Designated Assembly Area closing windows and doors as you exit. Remain there until the "All Clear" Signal is given by an Emergency Management Team member. (Instructors- Provide your Designated Assembly Area, and its location to students)

Tornado Siren (SEVERE WEATHER):

Proceed to the closest designated severe weather shelter on the 1st floor and proceed all the way into the shelter. Crouch down on the floor with your head between your knees facing away from the outside walls. Remain there until the "All Clear" Signal is given. (Instructors- Provide the recommended room number or hallway location to students)

Air Horn (1 Long Blast) and Face to Face All Clear (INTRUDER/HOSTAGE):

Ensure door is closed, locked and lights turned off. If your door will not lock, move some tables and chairs in front of the door quickly. Move immediately to the rear of the room away from the door and sit on the floor- out of sight if possible. Remain calm and quiet and do not respond to any inquiries at the door unless you have been given the "All Clear" and a member of law enforcement or your campus Emergency Management Team member makes face-to-face contact at your door.

Classroom Locked-door Policy:

In order to adhere to MSCC Emergency Preparedness Policy and to facilitate effective classroom management, the classroom door will remain closed and locked for the duration of the class period.

Educational Technology:**Accessing Campus Computers or the MSCC Library from off Campus:**

Your Username format is your First Initial, Last Name and Month and Day Birthday in the Format of MMDD. Example: Marcia Smith born on April 11, 1992 - Username: msmith0411. Your Pin will be the numeric pin you created when you initially applied to Motlow College.

Using D2L:

For help with D2L including how to submit materials to a Dropbox, see this page:

<http://www.msc.edu/techtube.aspx>

Technical Support/Assistance:

Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu)

Disability Services/Accommodations:

Motlow College is committed to meeting the needs of qualified students with disabilities by providing equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. This commitment is consistent with the College's obligations under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA). Together, these laws prohibit discrimination against qualified persons with disabilities. To this end, the Director of Disability Services for Motlow College coordinates services and serves as an advocate and liaison for students with disabilities attending Motlow College. Contact the Director of Disability Services here: <http://www.msc.edu/disability/index.aspx>.

Students with disabilities who would need assistance in an emergency evacuation should self-disclose that need to the instructor no later than the second day of class or second group meeting.

Confidentiality of Student Records:

The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.

Student Success:**Tutoring:**

MSCC Instructors can guide students to specific resources regarding Tutoring in their discipline. In particular, students may find help with Math and Essay Writing via each campus' Learning Support labs. Students should contact the labs on their campus to schedule appointments for help. For additional help, see the Student Success page: http://www.msc.edu/student_success/index.aspx

Academic Advisement:

MSCC Instructors can guide students to specific resources regarding Advisement. For additional help, see the Academic Advisement page:

<http://www.msc.edu/advisement/index.aspx>

Suggested Weekly Schedule of Assignments:

Week 1:	Introduction and Orientation, Ethics in Public Speaking, Audience Analysis Selecting a Speech Topic, Organizing & Outlining <i>*Chapters 1- 2, 5-6, 9-10</i>
Week 2:	Language, Delivery <i>*Chapters 12-13</i>
Week 3:	Self-Introductory Speeches
Week 4:	Professionalism, Research and Supporting Materials, Speaking to Inform Presentational Aids, Preparing for the Informative Speech <i>*Chapters 7-8, 14-15</i>
Week 5:	Informative Speeches
Week 6:	Discuss Demonstration Speeches/Review MIDTERM EXAM
Week 7:	Demonstration Speeches
Week 8:	Speaking on Special Occasions <i>*Chapter 18</i>
Week 9:	Impromptu Speeches
Week 10:	Special Occasion Speeches
Week 11:	Persuasion <i>*Chapters 16-17</i>
Week 12:	Preparing for the Persuasive Speech
Week 13:	Persuasive Speeches
Week 14:	Persuasive Speeches
Week 15:	Review
Week 16:	Final Exam

Speech Information List

ALL Speeches will follow this Organizational Format:

- :Attention-Getting Introduction
- :Thematic Statement
- :Main Points
- :Conclusion

ALL Speeches will be given using a Key-Word Outline on Note Cards

Self-Introductory Speeches:

- :3-5 Minutes
- : "Any Old Bag Will Do"
- : Choose 2-5 objects to illustrate aspects of your life as you introduce yourself to the class.
- Objects can be used literally or metaphorically to symbolize your or aspects of your life.
- : You must speak from a Key-Word Outline on Note Cards
- *Don't Forget:
- : Attention-Getting Introduction
- : Thematic Statement
- : Main Points
- : Conclusion

Special Occasion Speeches:

- :3-5 Minutes
- : Choose either a "Speech of Tribute" or a "Speech to Entertain"
- : You must speak from a Key-Word Outline on Note Cards
- : Visual Aids and Research are NOT required
(but you can if you want to)

Impromptu Speeches:

- :2-4 Minutes
- : Choose from a selection of topics
- : Everyone will have 4 minutes to prepare a speech
- : Use the "Speech Skeleton" I will give you

Informative Speeches:

- :5-7 Minutes
- : Choose a topic which you will use to Inform the audience
- : You must speak from a Key-Word Outline on Note Cards
- : THREE outside Sources
(Must CITE WITHIN your speech)
- : Bibliography
- : Visual Aid

Demonstration Speeches:

- :6-8 Minutes
- : You must DEMONSTRATE something
- : This is a Speech AND a Demonstration
- : You must speak from a Key-Word Outline on Note Cards
- : Visual Aid is a MUST, yet don't forget the presentation side of the speech-

-Don't simply do something without speaking about it

Persuasive Speeches:

:8-10 Minutes

:You must present a point of view and defend it

:You must speak from a Key-Word Outline on Note Cards

:4 Outside Sources

(at least THREE must come from a non-website source)

(You must CITE these sources WITHIN your speech)

:Bibliography

:Visual Aid

Sample Speech Outlines

Persuasive Outline Example

Polly Pupil

Instructor Naylor

Fundamentals of Speech

12 January 2015

Title: Please Fight Fair: Creating Healthy Communication Boundaries for Your Arguments

Specific Purpose: to persuade my audience to avoid and stop the cycles of verbal abuse

Central Idea: Verbal abuse is a problem, the world would be better with clear verbal boundaries, and people can recognize and minimize verbal hostility.

Introduction:

Attention: Social philosopher and American author Eric Hoffer once said, "Rudeness is a weak person's imitation of strength."

Topic: Verbal abuse is a serious problem in America today.

Credibility: Studying communication in graduate school, I learned a lot about how to acknowledge and break the cycles of verbal abuse.

Preview: Today, I would like to establish verbal abuse as a problem, imagine a world with verbal boundaries, and lastly, teach you how to recognize and minimize verbal hostility.

Transition:

Let's start by looking at the evidence. Verbal abuse is everywhere.

Body:

- I. Verbal abuse affects our civil institutions.
 - A. In schools, verbal aggression is often referred to as bullying.
 - 1. A Siegel High School student was creating Instagram accounts and inviting other students to make degrading comments about the pictures of girls who were posted calling the THOT, that ho over there (WSMV, Channel 4).
 - 2. Bullies can now broadcast their verbal abuse with social media.
 - 3. 77% of all bullying is verbal (Bullyingstatistics.org).
 - B. In marriages, divorce is proof of many non-communicative relationships.
 - 1. Rutherford County Divorce Rate is over 1,000 for the last five years (Tn.gov).
 - 2. On US average, 80% of divorce cases cite irreconcilable differences (WSJ).
 - 3. Most divorced people who I know who just couldn't talk to one another anymore.

Transition:

Now that we've established that verbal abuse is a problem, let's imagine a different world.

- II. Imagine a world with clear verbal boundaries.
 - A. Verbal boundaries could help improve these school environments
 - 1. Imagine if teachers were capable of removing bullies from their classrooms all together and institutions were clearer about what rhetoric is not tolerated by students. Victims of bullying wouldn't live in fear.
 - 2. Imagine if when working on group projects, for example, clear expectations were set by every teacher and those who didn't do the work didn't get the credit. Hard workers wouldn't be punished for their competence.

- B. Imagine marriages with kind and nurturing communication.
 1. Imagine if couples didn't have serial arguments, the same fights over and over again. What if they decided they valued the other person more than winning an argument or being "right?" (*Argumentation and Advocacy*)
 2. Imagine how listening intently to each other, making eye contact, and complimenting each other could improve intimacy in couples.

Transition:

Now that you have been sufficiently inspired by this better world, let's talk about how you can help make this better world happen.

- III. Let's look at four out of bounds behaviors so we can recognize the problem (Payne 123-125).
 - A. Abusive anger is perhaps the easiest verbal abuse type to recognize.
 1. These outbursts may involve someone snapping at you or yelling at you.
 2. You do not deserve to be yelled at for any reason.
 3. Some people are toxic and if abusive anger is a cycle, get away from them.
 - B. Disguising abuse as a joke is sometimes the hardest verbal abuse to recognize
 1. It can be easy to shrug off this teasing as "harmless fun" but it is hurtful
 2. This may look like mocking, sarcasm, or practical jokes
 - C. Name calling is anytime someone calls you something other than your name.
 1. "Sweetheart," for example, maybe meant as endearment but if that intimacy is not consensual-it may make the hearer uncomfortable.
 2. Name calling can be particularly hurtful in children whose identity maybe shaped by the label you attach to them. Always ask before you begin calling a child something other than their name.
 - D. Perhaps worst of all is withholding.
 1. Neglect can be just as psychologically damaging as abusive anger.
 2. If someone is ignoring, indifferent, or reveal as little as possible, it can be difficult to motivate the person to open up or show concern.
 3. Once again, if this pattern of behavior is consistent, I would advise you to stop investing in that relationship.

Transition:

So now you can identify problem behaviors, how can you respectfully correct them?

- IV. Assertive "I-statements" are what I recommend to minimize verbal hostility (Psychology Today).

- A. After you have identified the specific pattern of verbal abuse you would like to address, think of a replacement behavior you would like to see implemented.
 - 1. For example if a person calls you "doll face," you may ask to be called by your given name.
 - 2. If someone yells at you a lot, you may ask them to avoid speaking with you until they have calmed down and can use a respectful volume.
- B. Now that you are ready to confront your abuser.
 - 1. No one can argue with your emotions and tell you how you feel.
 - 2. This step of vulnerability also asks you to admit you have a problem with the circumstances.
 - 3. You may say "I feel talked down to when you call me doll face. In the future please refer to me by my given name."
- C. Then, clearly state the problem behavior and request alternate behavior.
 - 1. Be as specific as possible in describing your problem and solution.
 - 2. Remember, your tone ought to be respectful and calm in order to invite the same tone in return.

Transition:

In conclusion...

Summary: Today, we went over the verbal abuse as a problem, how the world would be better with clear verbal boundaries, and how you can recognize and minimize verbal hostility

Close: I'd like to leave you with the words of former First Lady, Eleanor Roosevelt: "No one can make you feel inferior without your consent." Thank you for listening.

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Informative Outline Example

Polly Pupil

Instructor Naylor

Fundamentals of Speech

12 January 2015

Title: Inside India

Specific Purpose: to inform my audience about India's geography and languages.

Central Idea: India is a country of great geographical and linguistic diversity.

Introduction:

Attention: "Namaste." Do you know what I just said? "Hello!" The word Namaste is also used when saying "Goodbye."

Topic: This is just one example of the diversity of life in India.

Credibility: As a first-generation Indian-American, I have had firsthand experience with Indian life and culture.

Preview: Today I would like to give you a glimpse of India's diversity by looking at its geography and languages.

Transition:

Let's start by examining India's diverse geography.

Body:

- I. India is a land of great geographical diversity.
 - A. The northernmost part of India consists of the Himalayan Mountains.
 1. The highest mountain system in the world, the Himalayas separate India from China.
 2. The Indian Himalayas have many mountains over 20,000 feet high. (Keay 100).
 - B. The central part of India consists of the Northern Plains.
 1. About 200 miles wide, these plains stretch across India from the Arabian Sea on the west to the Bay of Bengal on the east (Arnett 24).
 2. Within the Northern Plains, there is considerable diversity.
 - a. There is fertile farmland.
 - b. There are major cities such as Delhi and Calcutta.
 - c. There is the great Indian Desert

- C. The southern part of India consists of the Deccan Plateau.
 - 1. Extending from the edge of the Northern Plains to the southern tip of India, the Deccan Plateau is more than 1200 miles long.
 - 2. The Deccan Plateau includes many geographical features.
 - a. It contains farming and grazing lands.
 - b. It contains tropical forests.
 - c. It contains most of India's sea coasts.

Transition:

Now that you know a little bit about the geographical diversity of India, let's look at its linguistic diversity.

- II. India is also a land of great linguistic diversity.
 - A. The official language is Hindi.
 - 1. Hindi is spoken by 40 percent of the people ("Major" n.p.).
 - 2. The opening word of my speech, "Namaste," is Hindi.
 - B. In addition to Hindi, there are 17 regional languages recognized in the Indian constitution.
 - 1. Their languages are as distinct from each other as English is from French.

- a. Each has its own grammar and pronunciation.
 - b. Some have their own alphabets.
2. Many of these languages have literary traditions that are 2,000 years old
(Dassgopat 33).
- C India also has more than 1000 minor languages and dialects.
1. These can change entirely from village to village (United n.p.)
 2. This often makes communication very difficult.
- D. Most educated Indians also speak English.
1. The use of English comes from 300 years of British rule.
 2. English is spoken by two percent of the population.
 3. It is widely used in colleges and universities (Dassgopat 34).
 4. As linguist Kamala Singh has stated, the diversity of India's languages is unrivaled by any other nation (O'Sullivan 23).

Transition:

In conclusion...

Summary: I hope you can see from India's geography and languages why it is such a diverse

And fascinating country.

Close: Thank you and "Namaste."

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Evaluation Plan

As part of the General Education Core, SPCH 1010 Speech Communication will be assessed each Spring semester via online evaluation of the students' Persuasive Speech. The electronic rubric/evaluation will be available to instructors in the final two weeks of class. The Humanities Department Chair will remind instructors via e-mail when the evaluations are available and will forward the link to those evaluations as well. The instructors will complete the evaluations of the final speech, the Persuasive speech, by the end of the semester and will confirm via e-mail to the Humanities Department Chair when all evaluations are complete.

Motlow State Community College
Program Student Learning Outcomes
Use of Assessment Results
Spring Semester 2014

Program Title: General Education, University Parallel Major

Course: SPCH 1010

Expected Student Learning Outcomes: Students will be able to

1. develop a clear purpose statement for a speech.
2. use an effective organizational pattern and transitions in a speech.
3. organize the main points of a topic for a speech.
4. develop an effective introduction and use it in a speech.
5. develop an effective conclusion and use it in a speech.
6. use appropriate language in a speech.
7. recognize and incorporate effective oral techniques in speaking including diction, syntax, usage, grammar and mechanics.
8. communicate nonverbally through gestures, eye contact and body movement in a prepared speech.
9. research a topic and incorporate and correctly cite the evidence in a speech.

Performance measure: Embedded assessment of the persuasive speech assignment

Effectiveness Standard: At least 70% of a random sample of students will meet or exceed the expected outcomes as defined by the Communication faculty based on TBR Student Learning Outcomes for Oral Communication. All persuasive speeches in all COM 1010 classes were assessed Fall 2012. A 30% random sampling was taken and the sampling of speeches was pulled for compilation of results. The sample consisted of 431 students. See the table below.

CRITERIA	EXCELL ENT	EXCELL ENT	G OOD	G OOD	POOR #	POOR %	TOTAL EXCELLENT
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	#	%	#	%			OR GOOD %
Clear Purpose	234	54%	17 4	40 %	23	5%	95%
Effective Introduction	124	29%	27 4	64 %	33	8%	92%
Main Points Well Organized	195	45%	19 9	46 %	37	9%	91%
Effective Conclusion	158	37%	22 6	52 %	47	11%	89%
Main Points Elaborated Clearly	190	44%	20 5	48 %	36	8%	92%
Useful Evidence Cited	149	35%	20 8	48 %	74	17%	83%
Appropriate Language	144	33%	24 2	56 %	45	10%	90%
Effective Oral Delivery	127	29%	23 0	53 %	74	17%	83%
Effective Non-Verbal Delivery	88	20%	25 6	59 %	87	20%	80%

Use of Assessment Results: Based on the results, all SLO's fell within the effectiveness standards for the persuasive speech. A 3% improvement was achieved in the use of evidence SLO this evaluation period demonstrating the effectiveness of the new unit incorporated into the curriculum and the additional time placed on research agreed upon by the faculty. Due to the drop of 6% and after discussion, the faculty agreed that the effective non-verbal delivery SLO will be the focus for 2015.