

DCCCD SYLLABUS

SPCH 1311 Introduction to Speech Communication

Catalog Description

Theory and practice of speech communication behavior in one-to-one, small group and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others, and prepare and deliver formal public speeches. This course requires college-level skills in reading and writing.

Speech 1311 is included in the DCCCD Core Curriculum. This course provides students with the opportunity to develop the Core Curriculum Intellectual Competencies of reading, writing, speaking, listening, critical thinking and computer literacy fundamental to all DCCCD Core Curriculum courses. It also provides students with the opportunity to achieve the Texas Higher Education Coordinating Board's Exemplary Objectives in Communication.

Core Curriculum Intellectual Competencies (CCIC)

Speech 1311 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

- 1) **READING:** the ability to analyze and interpret a variety of printed materials - books, documents, and articles - above 12th grade level
- 2) **WRITING:** the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - above 12th grade level
- 3) **SPEAKING:** the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience - above 12th grade level
- 4) **LISTENING:** analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading - above 12th grade level
- 5) **CRITICAL THINKING:** think and analyze at a critical level
- 6) **COMPUTER LITERACY:** understand our technological society, use computer based technology in communication, solving problems, acquiring information

Exemplary Educational Objectives (EEO) in Communication

Speech 1311, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board.

- 1) to understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation;
- 2) to understand the importance of specifying audience and purpose and to select appropriate communication choices;
- 3) to understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
- 4) to participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
- 5) to understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument;
- 6) to develop the ability to research and write a documented paper and/or to give an oral presentation.

Speech 1311 Course Objectives

Speech 1311 Course Objectives describe the content covered in all DCCCD SPCH 1311 courses. These objectives address the Core Curriculum Intellectual Competencies (CCIC) and the Texas Higher Education Coordinating Board's Exemplary Objectives (EEO) in Communication. Notice that any one speech objective may address more than one competency or objective. Effective communication requires the application of multiple skills.

Course Objectives: Upon completion of Speech Communication 1311, students should be able to demonstrate competence in intrapersonal, interpersonal, small group, and public communication by:

- I. **Applying knowledge of basic human communication theory and practice.** (This objective satisfies CCIC 1-5 and EEO 2) The student will be able to:
 - a. Define communication and identify elements involved in any communication process;
 - b. Define the various domains of human communication: intrapersonal, interpersonal, small group, and public speaking;
 - c. Identify barriers to communication and ways to improve one's own skills; and
 - d. Discuss the impact that multicultural difference has on communication.

- II. **Explaining and describing basic intrapersonal and interpersonal concepts of understanding one's self and relationships between self and others.** (This objective satisfies CCIC 1-5 and EEO 2) The student will be able to:
 - a. Define self-concept, perception, and self-image and describe how these issues affect communication;
 - b. Develop strategies for improving interpersonal relationships;
 - c. Describe how relationships develop and disintegrate;
 - d. Describe ways to improve self-esteem;
 - e. Define and demonstrate an understanding of "appropriate self-disclosure";
 - f. Define and distinguish between: empathy and sympathy, thinking and feeling, listening and hearing;
 - g. Define and demonstrate an understanding of the different roles that each of us plays;
 - h. Define and demonstrate processes of conflict management; and
 - i. Describe and assess how culture affects relationships.

- III. **Employing active listening and responding skills.** (This objective satisfies CCIC 1-5 and EEO 3,4) The student will be able to:
 - a. Demonstrate and employ appropriate listening skills (active, critical, empathic) in family, community, workplace, etc.;
 - b. Demonstrate ability in the use of appropriate feedback; and
 - c. Demonstrate effective interviewing skills.

- IV. **Explaining, illustrating, and interpreting basic principles of verbal and nonverbal communication.** (This objective satisfies CCIC 1-5 and EEO 2,3) The student will be able to:
 - a. Recognize and discuss the principles and types of nonverbal communication;
 - b. Discuss and illustrate how the use of language affects communication;
 - c. Recognize how written and spoken communication styles differ; and
 - d. Discuss multiculturalism and gender as they impact the way we communicate verbally and non-verbally.

- V. **Participating as a productive member of a small group.** (This objective satisfies CCIC 1-5 and EEO 4,5,6) The student will be able to:
- a. Summarize characteristics of a small group and situations in which a group decision is superior to individual decision-making;
 - b. Identify group participation roles, skills, attitudes and their consequences;
 - c. Distinguish between productive and non-productive behaviors in a small group;
 - d. Identify leadership styles and their application to real-world situations; and
 - e. Demonstrate and discuss understanding of conflict management.
- VI. **Organizing and presenting effective formal public speeches.** (This objective satisfies CCIC 1-6 and EEO 1-6) The student will be able to:
- a. Discuss, identify, and demonstrate the characteristics of an effective speaker;
 - b. Develop strategies for building speech confidence;
 - c. Demonstrate ability to gather support material for speeches, including research and data bases;
 - d. Demonstrate effective nonverbal skills for public speaking;
 - e. Identify and apply informative and persuasive speaking strategies;
 - f. Deliver formal public speeches; and
 - g. Use various types of visual aids.