COURSE TITLE: Speech Communication for Educators
COURSE NUMBER: SPC 2017

COURSE DESCRIPTION (with prerequisites):
This course is designed to help future teachers become more effective communicators, particularly through the medium of public speaking, with emphasis on the demands specific to the education profession. Also, the demands of conveying such information to secondary students will be emphasized. Open to Chipola Secondary Education applicants only. Requires approval of the Director of the Chipola Teacher Education Department. 1 semester hour credit. Prerequisites: ENC 1101 and ENC 1102 with grades of “C” or higher. Prerequisite or corequisite: EME 2040. [A]

NAME(S) OF INSTRUCTORS:
Carol Saunders

EFFECTIVE ACADEMIC YEAR:
2012-13

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.
A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The **ACE Lab**, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is **Desire 2 Learn** (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.
**ELECTRONIC DEVICE USAGE:**

All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

SPC 2017 is not a General Education core course.

**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR SPC 2017</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
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<tbody>
<tr>
<td>The student will:</td>
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<td>• Study the process of communication, including</td>
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<td>listening, non-verbal communications, linguistics,</td>
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<td>group dynamics, interpersonal and intercultural</td>
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<td>interactions.</td>
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<td>• Develop oral speaking skills, preparation, and</td>
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<td>delivery.</td>
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<td>• Use visual aids effectively, including the use</td>
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<td>of presentation software and hardware.</td>
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<td>• Prepare tape and present a lesson on a math or</td>
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<td>science topic.</td>
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**Assessment Codes**

- T = Tests
- Pre/Post = Pre- and Post-Tests
- OT = Objective Tests
- UT = Unit Tests
- Q = Quizzes
- F = Final Examination
- CF = Cumulative Final
- EX = Departmental Exam
- SE = Natl or State Standardized Exam
- RPT = Report/Presentation
- SP = Skills Performance
- SD = Skills Demonstration
- W = Writing Assignments
- E = Essays
- DE = Documented Essays
- RP = Research papers
- J = Jury
- R = Recital
- Proj. = Projects
- Exp. = Experiments
- Cap. Proj. = Capstone Project
- Cap. Course = Capstone Course
- Pract. = Practicum
- Intern. = Internship
- H = Homework
- PS = Problem Solving
- DB = Discussion Board
- BO = Behavioral Observation
- Clin. = Clinicals
- CS = Case Study
- CP = Case Plan
- Port. = Portfolio
- Obs. = Teacher Observation
- Sk. Check = Skills Check-off
- Cur. Frameworks = Curriculum Frameworks
- J = Judged
- Performance/Exhibition
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

- Textbook assignments, discussions, and tests to determine degree of mastery of communication skills.

- Students present lessons to members of the speech class as the lesson is simultaneously filmed. The film, instructor’s critique, and students’ feedback are used constructively to improve the lesson.

- Students prepare lesson plans and teach their lessons in a Chipola math or science class.

ASSIGNMENT AND/OR COURSE OUTLINE

Weeks 1-2
Students learn the fundamental principles of speech communication. Each student is assigned a mentor form the math or science department.

Weeks 3-4
Students focus on communication in classroom settings, speaker/listener contexts, group dynamics, interpersonal and intercultural interactions, etc. Students work outside of class with mentor to identify and discuss lesson topics.

Weeks 5-6
Students make lesson plans.

Weeks 7-12
Students present lessons to members of the speech class as the lesson is simultaneously filmed. The film, instructor’s critique, and students’ feedback are used constructively to improve the lesson.

Weeks 13-15
Students teach their lessons in a Chipola math or science class.

Week 16
Class discussion of semester experiences.

See your Instructor First Day Handout for individual instructor assignment schedule.