University of Hawai'i – Honolulu Community College
GENERAL EDUCATION - Diversification Designation
Certification and Recertification

Application Form
(as of Spring 2011)

APPLICANT: Kara Kam-Kalani & Doug Raphael
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COURSE ALPHA and NUMBER: SP 151
COURSE TITLE: Personal and Public Speech

ESTIMATED NUMBER OF SECTIONS: Fall 13 Spring 14

Is this request for a:  □ New Course  □ Modified Course  □ Existing Course
□ Re-designation

Is this request for a:  □ Certification  □ Re-Certification. Date of last certification:
March 2006 (estimated)

DIVERSIFICATION AREA DESIGNATION SOUGHT:
□ DA (Arts)   □ DP (Physical Sciences)
□ DB (Biological Sciences)  □ DS (Social Sciences)
□ DH (Humanities)   □ DY (Laboratory)
□ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area?  100%
What percentage of CLASS MEETINGS focuses on this diversification area?  100%

1. Please explain how the course SLOs align with the diversification area's hallmarks.

A) The hallmarks for the DA designation are:

DA.1 - uses the definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts;

DA.2 - emphasizes the acquisition of practical and theoretical skills necessary to produce visual, performing, or other creative arts for primarily aesthetic purposes;

DA.3 develops creative abilities in which artistic conventions are applied and originality is sought.
B) The SLOs for SP 151 do satisfy the three hallmarks of the DA designation.

DA.1 is satisfied by the following SP 151 SLOs:

1. describe the principles and process of human communication.
2. explain how self-concept, perception, culture, and gender can influence communication.
3. explain various principles of interpersonal communication.
13. identify various group member roles and different leadership styles.
14. explain and demonstrate conflict management and assertive communication strategies.

DA.2 is satisfied by the following SP 151 SLOs:

4. choose and narrow a speech topic appropriate for a specific audience and occasion.
5. conduct research and demonstrate different techniques for gathering information and supporting material.
6. select and employ an appropriate organizational format.
7. demonstrate effective listening behaviors in interpersonal, group, and public speaking situations.
10. explain and demonstrate how to adapt communication styles for interpersonal, group, and public settings.
11. explain various principles of persuasion and how to design an effective persuasive message.
12. explain and apply the principles of effective small group communication.

DA.3 is satisfied by the following SP 151 SLOs:

8. explain and demonstrate the principles of effective verbal and nonverbal communication needed for a public presentation.
9. demonstrate the effective use of visual aids.

C) The SP 151 SLOs meet the DA hallmarks for the following reasons:

To satisfy the first DA hallmark, students are required to use definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts. In SP 151 students learn that in order to maximize their effectiveness as a communicator they must have a working knowledge of the visual arts, performing arts, and other creative arts. Students are exposed to four main units
in SP 151 which address these components. First, students learn to describe the principles and process of human communication. Second, students develop knowledge concerning the principles of interpersonal communication. Third, students are asked to write and deliver several speeches. Fourth, students study group communication.

Students learn the definitions of terminology like self-concept, perception, culture, and gender. After learning the definitions of the necessary terminology, students then learn how these terms affect human communication. Students also become familiar with descriptions of group member roles, leadership styles, conflict management styles, and assertive communication strategies.

To satisfy the second DA hallmark students must acquire the practical and theoretical skills necessary to produce visual, performing, or other creative arts for primarily aesthetic purposes. This hallmark is satisfied predominately during the public speaking unit in SP 151. During the pubic speaking unit, students learn to choose and narrow a speech topic making it appropriate for a specific audience and occasion, conduct research and demonstrate different techniques for gathering information and supporting material, select and employ an appropriate organizational format, explain and demonstrate how to adapt communication styles for public settings, and explain various principles of persuasion and how to design an effective persuasive message.

Students also prepare a group speech or group panel discussion during SP 151. This project requires students to apply the principles of effective small group communication and demonstrate effective listening behaviors in interpersonal situations in order for students to work together to complete their project.

To satisfy the third DA hallmark, students are required to develop creative abilities in which artistic conventions are applied and originality is sought. This requirement is satisfied during the interpersonal, public speaking, and group communication units of SP 151. One of the major goals of SP 151 is to make students more aware of their own communication patterns so that they can improve their communication skills. Hopefully, students use these skills to develop and maintain both personal and professional relationships. Students learn that most communication between humans occurs nonverbally. Sending and receiving effective nonverbal communication does involve a large degree of creativity. Students are encouraged to open their minds and be more creative when interpreting nonverbal communication. Sometimes students are asked to put themselves in the place of the person with whom they are communicating. Putting yourself in somebody else’s shoes does require a large degree of creativity.

Students are also encouraged to be creative when putting together visual aids for their public presentations. Visual aids are required for the major speeches in SP 151.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.
2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

In order to verify that the course student learning outcomes are being met, students complete the survey items below at the end of each semester.

1. For each of the following oral communication skills, please indicate which have improved as a result of taking this class: (None=1, Tremendous=4)

- choose and narrow a speech topic appropriate for a specific audience and occasion.
- conduct research and demonstrate different techniques for gathering information and supporting material.
- select and use the appropriate organizational format.
- demonstrate effective listening behaviors in public speaking situations.
- demonstrate the effective use of visual aids.
- demonstrate the principles of effective verbal communication needed for a public presentation.
- demonstrate the principles of effective nonverbal communication needed for a public presentation.
- demonstrate how to adapt communication styles for group settings.

Students also rate the statements below on 5-point Likert scales (1=Very Low, 5=Very Good):

To what degree can you...
- explain how an individual’s self-concept, perception, gender, and culture can influence communication.
- explain the principles of effective verbal communication needed for a public presentation.
- explain the principles of effective nonverbal communication needed for a public presentation.
- explain how to adapt communication styles for interpersonal, group, and public settings.
- explain various principles of persuasion and how to design an effective persuasive message.
- explain and apply the principles of effective small group communication.
- identify various group member roles and different leadership styles.
- explain and demonstrate conflict management and assertive communication strategies.

Any faculty member assigned to teach Speech 151 must become familiar with the student learning outcomes. It is the responsibility of the Speech Department Liaison to meet with the instructors and ensure that the course learning outcomes and hallmarks are being satisfied.

Student learning outcomes #1, 2, 3, 7, 11, 12, 13, and 14 will be assessed by the use of embedded questions on exams because they address knowledge of concepts or theories of communication. See embedded questions below. Two SLOs will be tested per semester on a rotational basis. At the end of a two year period, each of the eight SLOs listed above will have been tested one time. Speech faculty will meet at the end of every year, for the first two years, to evaluate the embedded questions and determine whether the learning outcomes are being addressed by the items selected. Thereafter, Speech faculty will meet every three years for a review of the process.
1. Which of the following is NOT an essential element of the communication process?
   a. source/sender
   b. message
   c. channel
   d. receiver
   e. observer
   f. noise

2. When someone describes a person as “thrifty” and you think of “a person who is very careful about spending money,” this represents a process called:
   a. encoding
   b. decoding
   c. feedback
   d. semantics
   e. communicating

3. The self-fulfilling prophecy occurs when:
   a. predictions cause you or other to behave in ways that make the predictions come true.
   b. believing that something will occur decreased the likelihood of its occurrence.
   c. we fail to live up to expectations.
   d. we fail to act as others expect.
   e. we achieve the goals that we set out for ourselves.

4. Lou is a smoker who sees a public service announcement on TV regarding the devastating effects of smoking on the human body. Instead of continuing to listen to the message, Lou immediately changes the channel. Lou is demonstrating:
   a. the horn effect
   b. the Pygmalion effect
   c. the Galatea effect
   d. selective exposure
   e. blinding

5. Susan knows I blush when I am praised, but I do not realize that I blush when I am praised. My reaction to praise would fall into the quadrant of the Johari window labeled:
   a. blind
   b. secret
   c. hidden
   d. unknown
   e. open

6. When Sam converses with others, s/he tends to ramble on without regard for the other person in the conversation. Although the other person tries several times to get a word in, he/she is unable to get Sam to stop talking. Sam is:
   a. a high Narcissist
   b. a high-self monitor
   c. a low self-monitor
   d. a high Machiavellian
7. According to researcher William Schutz, relationships fulfill three needs. Which of the following is NOT one of these?
   a. popularity
   b. control
   c. inclusion
   d. affection

8. On average, about how much of our communicative time is spent listening?
   a. 15 percent
   b. 20-25 percent
   c. 45-50 percent
   d. 60-65 percent
   e. 75 percent

9. To improve listening performance in conversation and in group communication:
   a. you should completely shift from the role of speaker to listener.
   b. you should rehearse what you want to say as the other person speaks.
   c. you will concentrate better if you focus on the other person’s face.
   d. you should stop listening after a person says something that violates your values.

10. A paraphrase is:
    a. a repetition of what a person said.
    b. your best guess of what you think a person wants you to say.
    c. your understanding of what a person meant.
    d. your effort to find out the hidden meaning behind what someone is saying.

11. Audience analysis can guide the speaker in:
    a. selecting the topic
    b. organizing the speech
    c. presenting the speech
    d. all the above

12. The most important reason for gathering demographic data is so that you can:
    a. sound knowledgeable about audience specifics.
    b. know where to look for information.
    c. adapt the topic to the audience’s knowledge and interest level.
    d. change your topic area if the audience isn’t interested.

13. When analyzing the speech occasion, you should consider all of the following EXCEPT:
    a. the appropriate length of the speech
    b. the size of the audience
    c. the equipment necessary to give the speech
    d. all of the above should be considered

14. Synergy is
    a. a combination of negative factors that can decrease energy levels in a group.
b. a commonality of purpose and group efforts that produces a group outcome greater than an individual outcome.

c. the energy a group has when its members are highly similar to one another.

d. the energy that a person brings from one group situation to the next.

15. Cohesiveness is more likely to develop in:
   a. a one-meeting group that avoids conflict.
   b. the first few interactions during the forming stage.
   c. interpersonally independent groups.
   d. groups where members feel valued and respected.

16. Effective groups:
   a. should be limited to three to five members.
   b. are small—the smaller the better.
   c. offer their members significant opportunities to contribute.
   d. have members with a great deal of similarity in order to minimize conflict.

17. Effective leadership entails:
   a. exhibiting influence
   b. possessing certain traits
   c. a certain leadership style
   d. controlling group decisions

18. Bill has power because he is popular and well-liked by everyone in the group. Which of the following types of power does Bill exercise?
   a. referent
   b. legitimate
   c. coercive
   d. reward
   e. expert

19. Which of the following statements are valid research finding(s) regarding male versus female communication styles in groups?
   a. Males interrupt more, and females tend to be interrupted more in group communication situations.
   b. Men tend to be more relationship focused, while women are most task focused.
   c. Women tend to use shorter talk-turns, whereas men took longer talk-turns.
   d. Women use more status and power-oriented disclosures while men use more affiliative disclosures.
   e. All of the above are valid findings.
   f. A and C only

20. Interpersonal conflict is:
   a. mutually aggressive behavior that should be avoided.
   b. interaction between persons expressing opposing needs or ideas.
   c. a set of behaviors that are best described as dysfunctional.
   d. a necessary, desirable communication state marked by essentially cooperative behavior.
21. The style of conflict resolution that involves attempting to find a solution that is mutually satisfying is:
   a. avoiding
   b. accommodating
   c. collaborating
   d. compromising
   e. obliging

22. Assertive behavior is characterized by:
   a. the avoidance of confrontational language.
   b. the use of vocalized pauses.
   c. unemotional language.
   d. both avoidance of confrontational language and the use of vocalized pauses.

23. The roles that help the group manage effective levels of conflict are called:
   a. task roles
   b. maintenance roles
   c. normative roles
   d. mediation roles

24. According to Altman and Taylor’s Social Penetration Theory, ‘breadth’ of a relationship has to do with:
   a. the span of time that a couple has known each other
   b. how much you reveal about a particular topic
   c. the number of topics you discuss
   d. how much your relationship consumes your whole life

25. Which of the following statements are TRUE regarding sex differences in self-disclosure in interpersonal relationships?
   a. Women are more likely to use relationship-preserving disclosures, whereas men are more likely to use status-assertive disclosures.
   b. Men are more likely to disclose to other men rather than to women.
   c. Women are more likely to disclose to men rather than to women.
   d. Both A and C

26. Jerry is more likely to be a member of a collectivist culture if he:
   a. is careful to bring up delicate topics with his boss in private, not in public.
   b. is concerned that he receive credit for his work from the boss.
   c. decides to quit work with the family business in order to pursue his own independent goals.
   d. insists that every member of the group must contribute an equal part to the final project.
   e. prefers to be direct in communication.

27. is the tendency to see your culture as superior.
   a. allocentrism
   b. individualism
   c. idiosyncrasy
   d. collectivism
28. Members of high-context cultures:
   a. prefer direct styles of communication
   b. prefer indirect styles of communication and are highly attuned to implicit rules for behavior.
   c. places a high value on verbal communication
   d. Both A and C

29. Unlike most interpersonal communication, interviewing involves:
   a. both facts and opinions
   b. a mix of questions
   c. one-way communication
   d. verbal and nonverbal communication
   e. preparation by both participants

30. "What are your plans for the company now that you’ve gained so my publicity? is an example of:
   a. an open question
   b. a follow-up question
   c. a leading question
   d. a closed question

31. When you are selecting evidence to support your speech claims, you should make sure that:
   a. the evidence comes from a well-respected source
   b. the evidence is recent
   c. the evidence will be persuasive with this audience
   d. all of the above

32. Which organizational pattern is being used for a speech with the following main points?
   I. Landfills can no longer be depended upon to handle most of our garbage.
   II. Recycling can handle much of our garbage.
   a. Motivated Sequence
   b. Comparative Advantages
   c. Criteria-Satisfaction
   d. Problem-Solution
   e. Cause-Effect

33. Which of the following statements is an example of an effective speech TRANSITION?
   a. “Now, let’s look at the causes of global warming.”
   b. “First, let’s take a look at what is causing the earth to heat up.”
   c. “Now that you are aware of the causes of global warming, let’s take a look at some of the effects that global warming has had on our society.”
   d. “So that is a brief look at the causes of global warming.”
34. Which organizational pattern is being used for an informative speech with the following main points?:

A hurricane is made up of three parts going from inside to outside.

I. At the center of the hurricane is the calm, cloud-free eye.
II. Surrounding the eye is the eyewall, a dense ring of clouds that produces the most intense wind and rainfall.
III. Rotating around the eyewall are large bands of clouds and precipitation called spiral rain bands.

a. chronological  
b. spatial  
c. problem-solution  
d. topical  
e. cause-effect.

35. Which of the following sentences avoids sexism in language?
   a. “Sarah Palin, woman governor of Alaska, is the running mate of President hopefu, John McCain.”
   b. “To take immediate action, write to your local congressperson.”
   c. “Today, I will be commemorating the bravery of the firemen who risked their lives in the attacks on 9/11.”
   d. “Policemen were on the scene to investigate.”
   e. “How many of you guys intend on voting in the next Presidential election?”

36. All of the following are guidelines you should follow in order to make an effective PowerPoint presentation EXCEPT:
   a. Use high-contrast colors when selecting background and font colors
   b. Sans serif fonts should be used for greater legibility
   c. Bullet points and full-sentences should be used as much as possible throughout the presentation.
   d. Blank slides should be used to bring the audience’s attention back to the speaker.
   e. Generally, font sizes should not be any smaller the 28 point for text, and 36 point for titles.

37. As a general rule for creating PowerPoint slides:
   a. you should attempt to put as much of the text of your speech on each slide as possible in case you forget what you intend to say.
   b. you should try to maximize the number of graphics, sound clips, and media files that you use on each slide in a presentation.
   c. you should minimize verbiage by using key words and phrases rather than full sentences to present key ideas.
   d. you should use YouTube videos as much as possible to maintain the audience’s attention and take up time in the presentation.

38. When you practice a speech:
a. you should concentrate on delivery, not on content or organization.
b. you should read from your outline.
c. you should mull over the ideas in your head.
d. you should rehearse out loud to clarify thought.

39. Ordinarily, the best notes to use when delivering your speech is:
   a. the speech outline you developed in preparation.
   b. complete sentence statements written in small letters so as to fit as much material on your note cards as possible.
   c. the speech itself written word-for-word in large letters on note cards.
   d. key words or phrases written in large letters that help trigger your thought.

40. Which of the following is true about nonverbal messages?
   a. nonverbal messages are more infrequent than verbal messages.
   b. nonverbal messages tend to be more trusted than verbal messages.
   c. nonverbal messages are more important than verbal messages.
   d. Over 90 percent of our daily communication is consists of nonverbal messages.

41. Studies show that when people are talking:
   a. the one doing the talking is likely to have greater eye contact.
   b. the one doing the listening is likely to have greater eye contact.
   c. both the talker and the listener have about the same amount of eye contact.
   d. there is not consistent data regarding the amount of eye contact displayed by either the speaker or the listener.

42. Cognitive dissonance is defined as:
   a. a mental state of imbalance that may prompt a person to change when new information conflicts with prior attitudes.
   b. a mental state of unrest rising from the need to persuade every single member of the audience.
   c. the tendency of a speaker to be overly rational and logical which may make the audience feel discomfort.
   d. all of the above

43. When a listener’s behavior conflicts with the attitude he/she holds (for example: Denise smokes even though she knows smoking is bad for her), what can he/she do to reduce the discomfort caused by the discrepancy in attitude and behavior?
   a. The person can change his/her attitude to be consistent with the behavior.
   b. The person can change his/her behavior to be consistent with the attitude.
   c. Nothing can be done to reduce the inconsistency between attitude and behavior – it is a fact of life.
   d. Both A and B.

Student Learning Outcome #4, 5, 6, 8, 9, and 10 will be assessed through instructor evaluations of student performance on speech presentations because these outcomes address student development of specific skills related to public speaking.

The informative speech presentation in Speech 151 is a culmination of many skills that the student learns throughout the semester, including but not limited to, the ability to: select an appropriate
topic, research and gather information, use an appropriate organizational format, choose strong supporting material, use a visual aid effectively, use language appropriately, demonstrate confidence in both physical and vocal delivery, adapt to specific audiences, and to listen critically and provide constructive feedback to other public speakers.

Since the informative speech is a mandatory speech that all Speech 151 instructors must incorporate into their curriculum at Honolulu Community College, and because each instructor will use their own instrument for assessing student achievement of the learning outcomes, it is necessary to establish consistency in evaluation across instructors teaching this course. To that end, each instructor will randomly select at least two students from a fellow instructor’s class to evaluate using his/her own evaluation instrument. At the end of the class session, both instructors will meet to compare the results of their independent evaluations. To complete this process, the Speech department will meet to compare the results overall and to make adjustments and improvements where needed. A rubric will be collectively developed to evaluate student speeches in three basic areas: (1) Content and Organization, (2) Delivery, and (3) Topic Choice. Since this is a relatively labor intensive process, this assessment endeavor will occur once every three years.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.

3. How have you **used the assessment findings** to modify or improve this course?

Speech faculty members discussed the results of the Speech Department’s cross-instructor analysis of student informative speeches during our end of the semester department meeting. Each instructor observed two or three speeches from another instructor’s class and graded the speeches using his or her own evaluation method. The purpose of this exercise was to facilitate the standardization of student evaluation/grading.

| a. Doug Raphael’s evaluation of students in Barbara Dias’ SP 151 class: |
|------------------|------------------|
| Dias             | Raphael          |
| Student #1       | 85%              | 85%              |
| Student #2       | 86%              | 89%              |
| Student #3       | 91%              | 91%              |

| b. Barbara Dias’ evaluation of students in Doug Raphael’s SP 151 class: |
|------------------|------------------|
| Raphael          | Dias             |
| Student #1       | 79%              | 77%              |
| Student #2       | 79%              | 82%              |
c. Carolyn Canubida’s evaluation of students in Erin Brown’s SP 151 class:
   Brown Canubida
   Student #1  81%  79%
   Student #2  85%  73%

d. Erin Brown’s evaluation of students in Kara Kam-Kalani’s SP 151 class:
   Kam-Kalani Brown
   Student #1  72%  57%
   Student #2  65%  46%
   Student #3  75%  60%

Speech faculty members discussed factors that may have led to score discrepancies and contemplated the long-term goal of developing a department-wide rubric for SP 151. Overall, scores between instructors were found to be fairly similar. Some discrepancies may have been due to individual differences in the amount of weight each instructor puts on the various speech components.

Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.

Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

DIVERSIFICATION BOARD DECISION:

☑ Approved
   Re-Certification Due: Fall 2016

☐ Not approved
   If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature] Date: 8/22/11
Honolulu Community College  
Speech 151 – Personal and Public Speech  
Fall 2011 – T/TH  

Instructor Name: Doug Raphael  
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**Email is the best way to contact me.  

Office Hours:  
Office Hours at Honolulu Community College Downtown Campus Room 7-624:  

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Course Description:  
This course introduces students to the basic principles of human communication. Perceptual processes, cultural awareness, verbal and nonverbal communication, and effective listening techniques are discussed. Students also receive practice in improving their competency in the areas of informative and persuasive speaking, and in interpersonal and small group communication.  

Articulation Statement:  
This course fulfills the graduation Speech requirement for Honolulu Community College’s AA degree as well as the arts diversification (DA) requirement for UH Manoa. Many programs at UH Manoa require Speech 151 as a degree program requirement. You should check with your specific program for degree fulfillment requirements.  

Because this class fulfills the Speech requirement for the AA degree, students who do not complete all three major speech assignments (i.e., informative speech, persuasive speech, panel discussion presentation) will not receive a passing grade for the course.  

Required Text:  

Course Objectives:  
During the semester, students will research, outline, and deliver a variety of speeches. Students will gain experience evaluating their own and others’ speeches. Students will become more aware of the communication process of public speaking and gain an understanding of the basic procedures and constructions of an effective speech. Students will attempt to overcome the
barriers and fears of giving a speech in front of an audience and work towards developing a positive attitude about public speaking. The course will require that students carefully read the assigned textbook chapters and handouts so that they can participate in class discussions.

**Student Learning Outcomes:** Upon successful completion of SP 151, the student will be able to:

1. describe the principles and process of human communication.
2. explain how self-concept, perception, culture, and gender can influence communication.
3. explain various principles of interpersonal communication.
4. choose and narrow a speech topic appropriate for a specific audience and occasion.
5. conduct research and demonstrate different techniques for gathering information and supporting material.
6. select and employ an appropriate organizational format.
7. demonstrate effective listening behaviors in interpersonal, group, and public speaking situations.
8. explain and demonstrate the principles of effective verbal and nonverbal communication needed for a public presentation.
9. demonstrate the effective use of visual aids.
10. explain and demonstrate how to adapt communication styles for interpersonal, group, and public settings.
11. explain various principles of persuasion and how to design an effective persuasive message.
12. explain and apply the principles of effective small group communication.
13. identify various group member roles and different leadership styles.
14. explain and demonstrate conflict management and assertive communication strategies.

**Course Policies:**

**Student Code of Conduct**

- All students at Honolulu Community College must adhere to the Student Code of Conduct. Penalty for violations may include academic probation, suspension, or expulsion from Honolulu Community College.
- If you violate the Student Code of Conduct in Speech 151, a report will be filed with the Office of the Dean of Student Services.
- Please read the Student Code of Conduct online: http://honolulu.hawaii.edu/pdf/scc.pdf
- **This classroom is a Safe Zone:** Students will be sharing their ideas, their questions, their points of view, and their own experiences. You may not agree with some of the ideas, but you must listen with respect and patience, and learn how to communicate your own opinions in an organized, professional, and respectful manner. **These are the skills of an effective communicator, whether at school, at work, at home, or anywhere.** If you cannot practice these skills, you will have to leave the classroom/activity and your final grade will be lowered.
Attendance and Punctuality

- Attendance is mandatory.
- Attendance will be taken at the beginning of each class period. It is your responsibility to sign the attendance sheet each day of class.
- You will be allowed two absences for this term without penalty. Fifteen points will be deducted for each additional absence.
- Please arrive on time to class each day and plan to stay for the entire class period.
- If you miss more than 20 minutes of a class period, you will be considered absent for that day.
- If you decide to stop attending this course, please drop though MyUH. The last day to drop the course with a “W” is October 25, 2011. If you are enrolled in this course past this date, you will receive the grade you earned. If you have stopped attending class, you will likely earn an “F.” For more details about important dates for the Fall 2011 semester please visit http://www.hawaii.edu/calendar/hcc. Students will only be given an “N” in special circumstances created by situations outside of the student's control.

Late Work

- Class assignments (other than speeches) are due at the beginning of the class. Failure to turn them in on the specified date and time will result in a grade reduction of 20% for the assignment. Work that is more than one week late will not be accepted.
- Please be ready for all speeches on the assigned day. If you miss your speech day due to an absence, you will be able to give your speech on the day you return to class ONLY IF TIME ALLOWS. If there is time the following class period, there will be a 20% reduction in the makeup speech grade. If there is not time the following class period, you will receive a zero for that speech assignment. This rule does not apply for the group speech.
- In order to receive credit for the group speech, you must be present and ready to give your portion of the speech on the assigned day. Groups will present even if members are missing. Any group members that are not present for the group speech will receive a zero for the assignment. A make up assignment will be allowed only in cases of EXTREME emergencies.

Students with Disabilities

- Students with disabilities may obtain information on available services online at http://honolulu.hawaii.edu/disability. Specific inquires may be made by contacting Student ACCESS at (808) 844-2392 voice/text, by e-mail at access@hcc.hawaii.edu, or simply stopping by Student ACCESS located in Bldg. 7, Rm. 319
- Qualified students with disabilities will receive appropriate accommodations in this course. Please see me after class or during my office hours and be prepared to provide a verification letter from the HCC Student ACCESS Office. For more information, go to the Student ACCESS office in Bldg. 7, Rm. 319 or call 844-2392 voice/text.
Grade Appeals

To appeal a grade on an assignment, speech, or exam, you must do so by providing a written (typed) argument as to why you feel the grade is an error. All typed appeals must be provided within one week of receiving the grade.

Assignments and Grades

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Events Assignment</td>
<td>50 points</td>
</tr>
<tr>
<td>Interviewing Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Persuasive Presentation</td>
<td>100 points</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>100 points</td>
</tr>
<tr>
<td>Panel Discussion</td>
<td>100 points</td>
</tr>
<tr>
<td>Examinations</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam 25%</td>
<td>250 points</td>
</tr>
<tr>
<td>Final Exam 25%</td>
<td>250 points</td>
</tr>
<tr>
<td>Take Home Assignments/Class Participation</td>
<td>50 points</td>
</tr>
</tbody>
</table>

Total Points Possible = 1000

Grades:

Final grades will be computed according to the following scale:

1000 – 900 pts = A  899 – 800 pts = B  799 – 700 pts = C  699 – 600 pts = D

599 pts or below = F
Course Schedule:

The following is a tentative course schedule for the semester. Changes in the schedule may be necessary and will be announced in class or via email. Students are responsible for making note of any changes. Read the assigned chapters prior to the midterm or final exam. For example, read textbook Chapter 1 through Chapter 10 before October 6. All assignments are due at the beginning of class on the due dates. Please do not attempt to complete assignments in class. Students are responsible for reading the syllabus daily and being prepared for any readings and/or assignments that are due.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Activities</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Aug 25</td>
<td>Communication: The Starting Line</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Communicating in a Multicultural Society and World</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Communication and Perception: I Am More Than A Camera</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Sep 1</td>
<td><strong>Current Events Speech</strong></td>
<td></td>
</tr>
<tr>
<td>Sep 6</td>
<td><strong>Current Events Speech</strong></td>
<td></td>
</tr>
<tr>
<td>Sep 8</td>
<td>Language and Meaning: Helping Minds Meet</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Sep 13</td>
<td>Nonverbal Communication: Silent Language Speaks</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Listening, Feedback, and Critical Thinking</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Sep 15</td>
<td>Understanding Relationships</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Person to Person: Relationships in Context</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Sep 20</td>
<td>Person-to-Person: Interviewing</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Sep 22</td>
<td><strong>Interviewing Project</strong></td>
<td></td>
</tr>
<tr>
<td>Sep 27</td>
<td><strong>Interviewing Project</strong></td>
<td></td>
</tr>
<tr>
<td>Sep 29</td>
<td><strong>Interviewing Project</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 4</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Oct 6</td>
<td><strong>Midterm (Chapters 1-10)</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 11</td>
<td>Groups and Team: Strategies for Decision Making and</td>
<td>Chapter 11</td>
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<tr>
<td></td>
<td>Problem Solving, Leading Others and Resolving Conflict</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Oct 13</td>
<td>The Speaker and the Audience: The Occasion and the</td>
<td>Chapter 13</td>
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<tr>
<td></td>
<td>Subject, Informative Speaking</td>
<td>Chapter 17</td>
</tr>
<tr>
<td>Oct 18</td>
<td>Developing Your Speech: Supporting Your Ideas</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td>Designing Your Speech: Organizing Your Ideas</td>
<td>Chapter 15</td>
</tr>
<tr>
<td></td>
<td>Delivering Your Speech: Presenting Your Ideas</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>Oct 20</td>
<td><strong>Informative Speech with Outline</strong></td>
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<tr>
<td>Oct 25</td>
<td><strong>Informative Speech with Outline</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 27</td>
<td><strong>Informative Speech with Outline</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 1</td>
<td>Persuasive Speaking</td>
<td>Chapter 18</td>
</tr>
<tr>
<td>Nov 3</td>
<td>Persuasive Speaking</td>
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<tr>
<td>Nov 8</td>
<td>Persuasive Speaking</td>
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</tr>
<tr>
<td>Nov 10</td>
<td><strong>Persuasive Speech with Outline</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 15</td>
<td><strong>Persuasive Speech with Outline</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 17</td>
<td><strong>Persuasive Speech with Outline</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 22</td>
<td>Speaking in a Group</td>
<td></td>
</tr>
<tr>
<td>Nov 29</td>
<td>Speaking in a Group</td>
<td></td>
</tr>
<tr>
<td>Dec 1</td>
<td><strong>Panel Discussion Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Dec 6</td>
<td><strong>Panel Discussion Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Dec 8</td>
<td>Course Survey / Review</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam (Chapters 11-18)**

Please refer to the final exam schedule that is found on page 24 of the fall Registration Guide. The Registration Guide can be found at [http://www2.honolulu.hawaii.edu/?q=node/201](http://www2.honolulu.hawaii.edu/?q=node/201)
Assignment Details:

Current Events Assignment

- The goal of this assignment is three fold:
  - To give you first hand experience speaking in front of the class.
  - To give you practice participating class.
  - To increase your knowledge of current events.
- Pick an issue that has been discussed in the news recently (e.g., Identity Theft, Three Gorges Dam, Additional Tax on Unhealthy Food, Biodiesel, Alternative Fuel Vehicles, Gas Prices and the Economy, etc.).
- Develop a 3 to 5 minute presentation summarizing the main issue(s) and then write 6-8 discussion questions (typed). You will give your 3 to 5 minute presentation and then lead a 3 to 5 minute discussion session in class.

Interviewing Project

The purpose of this assignment is to give you some experience with job interviews. You will participate in two interviews. During one interview, you will be the interviewer. During the other interview, you will be the interviewee. This assignment emphasizes the basic skills of organizing an interview, asking and answering primary questions, asking and answering secondary questions, listening, and sending and receiving nonverbal communication.

After the interviews, you will write a two-page report analyzing your performance while you were the interviewee and interviewer. Specifically, you will discuss what you did well, what you would change in the future, and comment on the remarks of the observers.

Instructions for interviewers:

1. Prepare an interview guide of relevant and interesting major topics and subtopics that focus on the interviewee's career preparation, general experience, work experience, plans, and goals.
2. Prepare an interview outline/guide that contains primary and possible secondary questions. Give a (typed) copy of this outline/schedule to your instructor on the first day interviews are conducted. Retain a second copy for use when you are the interviewer.
3. You may use your written outline/guide during the interview, but you must be flexible and adaptive. Merely reading a list of prepared questions shows you are not listening carefully for clues and answers that are incomplete, superficial, vague, suggestible, irrelevant, or inaccurate. Effective probing into answers using both prepared and unprepared secondary questions is a major part of this assignment. Heavy reliance upon your schedule may stifle effective communication between you and your interviewee.
4. Openings and closings should be brief but adequate. Involve the interviewee in each.
5. You may find it helpful to take notes during your interview.
6. Your interview will be ________ minutes. (To be announced in class)
Instructions for interviewees:

1. Come to class prepared to discuss your career preparation, experiences, plans, and goals.

2. Answer questions according to the type asked. For example, give a yes or no or select an option when your interviewer asks a bipolar question. Answer open-ended questions with two or three sentences. Answer one part of double-barreled questions. Part of your task is to force your interviewer to practice listening and probing skills and to recognize question pitfalls.

3. Answer questions honestly, but you may tactfully refuse to answer any question you feel is irrelevant to the assignment or none of your interviewer's business.

4. Listen carefully to each question so you can answer questions appropriately and insightfully.

5. Do not purposely distract or mislead your interviewer.

Instructions for Observers:

Rate the interviewer in the following nine areas. Complete this form on your own paper. Number each question on your paper then assign a score based on the interviewer's/interviewee's performance. Make sure to provide at least 5 general comments on things the interviewer did well and things he or she needs to work on.

Interview Critique

Grading scale: 1 poor, 2 below average, 3 average, 4 above average, 5 excellent

1. Opening
2. Primary questions
3. Avoidance of question pitfalls
4. Secondary questions
5. Patience & persistence
6. Focus on critical areas
7. Structured approach
8. Closing
9. Communication skills

Comments

(PROVIDE AT LEAST 5 COMMENTS)
Individual Speeches

- Speech will be _____ minutes (to be announced in class)
  - 30 second grace period plus or minus
  - 4 point deduction for each minute over
  - 4 point deduction for each minute under
- Five source citations
  - Sources MUST be cited in your speech and on your outline
  - Sources must be published not just websites
  - You may use websites for citations above and beyond the five minimum published sources
- You must have at least 1 visual aid
  - Visual aid must add to your speech
  - No more than three visual aids
  - Visual aids must display images only – not words
- Outline & Bibliography will be due the day you give your speech

Panel Discussion Presentation

The panel discussion is designed to help students learn to: (a) think quickly on their feet, (b) express their ideas in a clear and organized manner, (c) use strong supporting material to support and defend their arguments, (d) use effective persuasive techniques, and (e) listen critically to opposing arguments and provide effective refutation to those arguments. The panel discussion provides students with the opportunity to use communication skills at both ends of the continuum: encoding and decoding. It is crucial that students use effective listening skills to refute the arguments made by the opposing team.

I. Each Panel Presents their Position
   A. Panel A speaks for 8 minutes; Panel B should take notes and start planning the rebuttal.
   B. Panel B speaks for 8 minutes; Panel A should take notes and start planning the rebuttal.

II. Each Panel Delivers Rebuttal
   A. Panel B refutes arguments for 6 minutes.
   B. Panel A refutes arguments for 6 minutes.

III. Each Panel Delivers Concluding Statement
   A. Panel A refutes and concludes in 6 minutes.
   B. Panel B refutes and concludes in 6 minutes.