Honolulu Community College  
Speech Department Meeting  
August 15, 2011, 12:00pm  

Attendees: Kara Kam-Kalani (Chair), Doug Raphael (Speech Requirement Board),  
Barbara Dias, Erin Brown  

I. Speech faculty members were asked to turn in a paper copy of their syllabi and email a  
copy of their syllabi to Kara Kam-Kalani.  

II. Speech faculty members reviewed course policies discussed at the May 2011 Speech  
Department meeting and were reminded of the following:  
a. Students must complete 3 speeches to pass SP 151  
b. Students will have 15 points deducted for every missed class session  
c. Students will have their grades reduced by 20% for late work  
d. Work will not be accepted if more than one week late  
e. Syllabi must have a statement regarding students with disabilities  
f. Instructors will work this semester on developing a department wide rubric that can  
be used in all sections of Speech 151 to encourage uniformity  
g. Instructors were reminded to include the Panel Speech assignment this semester in SP  
151  

III. Speech faculty members discussed the results of the embedded quiz/exam questions to  
assess whether the knowledge based SLOs are being achieved. The purpose of this  
assessment was to determine whether course content needs to be adjusted to better meet  
the SP 151 SLOs. Faculty members agreed to a goal of having a 70% correct answer  
response rate. Three of four instructors were able to achieve the target goal. The  
instructor who did not achieve the goal will focus more class time and attention on SLO#  
13 and 14.  

<table>
<thead>
<tr>
<th>Question</th>
<th>Brown</th>
<th>Dias</th>
<th>Raphael</th>
<th>Kam-Kalani</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>21/31</td>
<td>36/47</td>
<td>58/64</td>
<td>49/54</td>
</tr>
<tr>
<td>#2</td>
<td>8/31</td>
<td>40/47</td>
<td>45/64</td>
<td>46/54</td>
</tr>
<tr>
<td>#3</td>
<td>12/31</td>
<td>41/47</td>
<td>36/64</td>
<td>44/54</td>
</tr>
<tr>
<td>#4</td>
<td>28/31</td>
<td>36/47</td>
<td>49/64</td>
<td>50/54</td>
</tr>
</tbody>
</table>
**Question #1**
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.

**Question #2**
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

**Question #3**
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

**Question #4**
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

<table>
<thead>
<tr>
<th>SLO</th>
<th>Brown</th>
<th>Dias</th>
<th>Raphael</th>
<th>Kam-Kalani</th>
</tr>
</thead>
<tbody>
<tr>
<td>#13</td>
<td>58.1%</td>
<td>80.9%</td>
<td>73.4%</td>
<td>88.8%</td>
</tr>
<tr>
<td>#14</td>
<td>53.2%</td>
<td>81.9%</td>
<td>73.4%</td>
<td>86.1%</td>
</tr>
</tbody>
</table>
IV. Speech instructors have made efforts to ensure that students are graded consistently across sections. In the spring of 2011, Speech instructors visited each others’ classrooms while students delivered their informative speeches. Each instructor used his or her own rubric to grade two students from another instructor’s class. During the department meeting instructors shared their grade results with each other and discussed the need to develop a department wide rubric. Overall, instructors found that they were grading fairly consistently, but felt that the implementation of a department wide rubric would help ensure that grading across sections was even more consistent.

<table>
<thead>
<tr>
<th>Raphael’s Class</th>
<th>Raphael</th>
<th>Dias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #1</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>Student #2</td>
<td>82%</td>
<td>79%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kam-Kalani’s Class</th>
<th>Kam-Kalani</th>
<th>Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #1</td>
<td>72%</td>
<td>57%</td>
</tr>
<tr>
<td>Student #2</td>
<td>75%</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dias’ Class</th>
<th>Raphael</th>
<th>Dias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #1</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Student #2</td>
<td>86%</td>
<td>89%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brown’s Class</th>
<th>Brown</th>
<th>Canubida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #1</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>Student #2</td>
<td>85%</td>
<td>73%</td>
</tr>
</tbody>
</table>

V. The textbook for SP 151 will remain the same this semester. (Communication Works, 9th Ed.)

VI. The HCC Debate Tournament will be on December 9th, 2011. More details on the tournament will be available later in the semester.

a. Students who participate in the HCC Debate Tournament will receive a grade of 100% on their Panel Discussion Assignment. Students who participate in both the
Panel Discussion and the HCC Debate Tournament will receive extra credit at the discretion of the instructor.

b. The Panel Discussion covers the elements of persuasive speaking.

VII. Instructors were given a copy of the embedded quiz/exam questions to be used for the Fall 2011 semester. The questions will assess SLO #11 and #12. The questions are:

1. 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

2. 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.

3. 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.

4. 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.

VIII. Meeting adjourned at 1:05pm.

Respectfully submitted by Doug Raphael.