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

II. An explanation of the HCC Speech Requirement was given to new Speech Department faculty members.

III. All faculty members were reminded of the need to get a high number of students to respond to the end-of-the-semester course evaluations and Speech Requirement evaluations. Instructors shared ideas for encouraging students to complete the evaluations.

IV. Kara Kam-Kalani provided a review of the four Speech Requirement Hallmarks.

V. Faculty members were asked to remain flexible concerning their teaching assignments for the Fall 2012 semester.

VI. Kara Kam-Kalani shared her grading rubrics for individual and group speeches. All faculty members were asked to share their rubrics by sending them to Doug Raphael.

VII. Kara Kam-Kalani reviewed the Student Learning Outcomes for SP 151 to ensure that all instructors were aware of the SLOs and that all faculty members were actively working to achieve each SLO in SP 151.

VIII. An explanation of the panel discussion assignment was given for new faculty members.

IX. Speech faculty members reviewed course policies discussed at the August 2011 Speech Department meeting and were reminded of the following:

   a. At least 3 speeches are required for 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 will 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
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. All instructors achieved the targeted proficiency.

<table>
<thead>
<tr>
<th>Question</th>
<th>Number of Correct Responses / Number of Students Who Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brown</td>
</tr>
<tr>
<td>#1</td>
<td>55/60</td>
</tr>
<tr>
<td>#2</td>
<td>56/60</td>
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<td>#3</td>
<td>53/60</td>
</tr>
<tr>
<td>#4</td>
<td>44/60</td>
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<table>
<thead>
<tr>
<th>SLO</th>
<th>Percentage of Students Who Achieved Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>#11</td>
<td>Brown</td>
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<tr>
<td></td>
<td>92.5%</td>
</tr>
<tr>
<td>#12</td>
<td>80.8%</td>
</tr>
</tbody>
</table>

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.

XI. The HCC Debate Tournament will be on April 13th, 2012. 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.

XII. Instructors were given a copy of the embedded quiz/exam questions to be used for the Spring 2012 semester. The questions will assess SLO #3 and #7. The questions are:

1. 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

2. At which stage of a relationship are two individuals first identified as a pair or a "package"?
   a. initiating
   b. intensifying
   c. **integrating**
   d. bonding
   e. stagnating

3. 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.
4. 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.

XIII. Meeting adjourned at 4:30pm.

Respectfully submitted by Doug Raphael.