CENTRAL TEXAS COLLEGE
SYLLABUS FOR SPEECH 1321
BUSINESS AND PROFESSIONAL COMMUNICATION

Semester Hours Credit: 3
INSTRUCTOR: ___________
OFFICE HOURS: ___________

I. INTRODUCTION

A. The purpose of this course is to practice effective oral and written communication skills that will make one a more polished professional communicator. First of all, Oral Communication skills include delivering four public speeches, participating in a job interview, and engaging in problem-solving group discussions. Delivering public speeches is a vital skill that a professional communicator must master, and effective delivery (especially eye contact) is an integral portion of that skill. According to one speech text author, Hamilton Gregory, one should “Look at your audience 95 percent of the time, with the other 5 percent devoted to occasional glances at notes.” Other oral communication activities include participating in a job interview, and solving problems in groups. Secondly, Written Communication skills include the student’s compiling and typing his or her own resume and cover letter, as well as composing and typing structured speech outlines to submit to your instructor. This course satisfies the oral communication requirement for most degree plans.

II. LEARNING OUTCOMES

Upon successful completion of Speech 1321, Business and Professional Communication, the student will be able to:

A. Explain how culture, verbal messages, nonverbal messages, and listening combine to create a communicating person and can aid or prevent his/her communicating effectively in professional life. (C5, C6, C7, C14, F5)

B. Select the most effective methods of organizational communication in a given setting. (C4, C15, C16, C17)

C. Write an effective cover letter and resume (which includes a job objective, educational background and work experience of the applicant) using proper grammar, spelling and typing. (C11, C12, F1, F2)

D. Participate in an Employment Interview (or an Informational Interview about a Particular Profession) by asking and answering appropriate questions. (C11, C12, F5, F6, F13, F14, F15, F16, F17)

E. Participate in a Small Group Discussion OR write a short Paper Describing a

November 2007
Group Meeting that you observed. [Instructor chooses which alternative to assign] (C9, C12, C13, C14, F5, F6, F7, F8, F9, F10, F11, F12, F15)

F. Compose and type an outline for a two to four minute Guest Speaker Introduction OR a Speech Introducing Yourself (or a classmate) on an appropriate topic and orally deliver that speech to the class OR Create a Home-Page Web-Page about him/herself. [Instructor chooses which alternative to assign.] The Instructor may also omit this speech and assign greater weight the remaining speeches (Informative and Persuasive.) (C5, C6, C7, F2, F5, F6, F4)

G. Research, compose, and type an outline for a four to seven minute precisely-timed Informative Speech and a four to seven minute Persuasive Speech on an appropriate topic which incorporates at least three reputable sources as well as an effective visual aid, and orally deliver those speeches to the class. (C5, C6, C7, C8, C18, F1, F2, F5, F6)

H. Compose and type an outline for a four to seven minute precisely-timed Sales Speech on an appropriate topic and orally deliver that speech to the class while employing a visual aid OR Create a PowerPoint Sales/Marketing Slide Presentation following a prescribed series of steps which incorporate clip art or pictures. [Instructor chooses which alternative to assign.] (C5, C6, C7, C11, C13, C14, F1, F2, F5, F6, F7, F14)

I. Demonstrate mastery of concepts on examinations and (optional) quizzes. (C1, C3, C5, C6, C7, C8, C18, C19, F1, F2, F7, F8, F9, F10, F11, F12, F13, F16)

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through http://www.ctcd.edu/im/im_main.asp.

IV. COURSE REQUIREMENTS

A. Reading Assignments

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOPIC</th>
<th>TEXT ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td>Basics of Professional Communication</td>
<td>Communicating at Work Chapters 1 - 5</td>
</tr>
<tr>
<td></td>
<td>Introduce Yourself OR a Guest Speaker OR Create a Home-Page about Yourself [Professor’s Choice] Other Assignments</td>
<td></td>
</tr>
<tr>
<td>Unit Two</td>
<td>Interpersonal Communication</td>
<td>Communicating at Work Chapters 6 – 7, 10 &amp; 13 Get A Job, entire appendix.</td>
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<tr>
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<td>Resume &amp; Cover Letter OR Job Interview</td>
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SPCH 1321 2
Informative Speech
Other Assignments
Mid-Term Exam

Unit Three  **Public Communication**

**Communicating at Work**

Chapters 8, 9, 11, 12, 14

Persuasive Speech
Sales Speech OR PowerPoint Sales Slides
Other Assignments
Group Discussion OR Group Observation Paper
Impromptu Speech (Optional)
Final Exam

B. Oral Reports

The requirements for each type of speech, presentation methods, and evaluation criteria are clearly listed in the *Business & Professional Speaking Handbook*, or similar criteria should be provided by the individual professor teaching each section of the course.

Excellent eye-contact (looking at the audience 95% of the time, with only 5% devoted to occasional glances at notes) is expected on all speeches.

C. Class Performance

General
1. Attend class regularly.
2. Be in class on time and remain for the duration of the class period.
3. Participate constructively.
4. Complete all assignments on time.
5. Know and observe all college regulations.

Specific
1. **Speaking Day Schedule:** Each student is expected to have his/her speech prepared on the assigned day. The instructor may assign speaking days to each student, or the instructor can have the students draw numbers to determine speaking order, or the instructor can ask for students to volunteer for the days and order which they prefer.

2. **Videotaped Presentations:** Speeches will be given in front of the class and some speeches may be videotaped as a learning device. The instructor may wish to place the tapes on reserve-area-use-only in the library so that students may view themselves. If an instructor has some doubt that his/her initial evaluation is correct, then he/she can also use videotape to verify his/her own accuracy. For some speeches, students will bring their own videotape from home and write a critique of their own performances. To give students clear, concrete examples of how to give each type of speech, the videotaped performances of excellent speakers from previous classes who have given their written permission for their speeches to be used as examples may be shown.

3. **Topic Approval:** Topics chosen by the student for each speech must be approved by the instructor, to avoid duplication of other speaker’s topics, to avoid inappropriate topics, and to avoid offensive or profane material. Students should also avoid profanity in class discussions.

4. **Outline for Speeches:** Immediately before giving a speech, the student will provide the instructor with a neatly typed outline of what he or she is going to say, on a “Format for Speech Outlines.” The student will also have note-cards on which he or she
has written an outline to use while speaking. Never read any speech word for word. Author Hamilton Gregory says,” “Look at your audience 95 percent of the time, with the other 5 percent devoted to occasional glances at notes.”

5. Return of Graded Speeches: Written critiques of speeches will not be returned during the same class period that the speech is given; instead, they will be returned after all the students have given that type of speech. For example, no Informative Speech critiques and grades will be returned until after all students in the class have given their Informative Speeches.

6. Audience Behavior/Civility: While speeches are in progress, students should not talk to others, work on other subjects, sleep, or read, enter or leave the room, or engage in any other behavior which might distract the speaker. No smoking, eating or drinking is allowed in class. No alcoholic beverages, explosive materials, cellular phones, pagers, beepers, or firearms are allowed in class. Turn off cell phones and pagers. Students’ guests are not permitted in class. Do not bring children to class. The CTC Communications Department has formulated guidelines for students to follow when they are unhappy with aspects of an instructor’s teaching procedures, and these guidelines suggest that students respectfully share their feelings in a conference with the instructor during his/her office hours, rather than using class time for this purpose.

7. Late Work: In the case of unexcused absences, students’ grades for that assignment drops two letter grades from what it would have been. With excused absences, full credit is granted if work is completed within one week. Examples of excused absences would be an official, dated note signed by a licensed physician stating that the student was ill on the day he or she missed class, an official, dated note stating that the student was on military maneuvers on the day(s) he/ she missed class, a document indicating that the student was summoned for jury duty or court proceedings, evidence that the student was a member of emergency personnel doing emergency work, or was participating in a school-sponsored trip. Specifically not excused are reasons such as “My car didn’t start,” “My alarm didn’t go off,” “I thought today was a holiday,” “I didn’t want to go to the doctor,” “I had to work,” “I had to pick up someone at the airport,” etcetera. If the student attends class, but is not ready to perform (his/her Speech or Exam), the 20-point penalty still applies. In Distance classes, students are expected to submit work by the deadline dates for each assignment; work turned-in after deadlines may be subject to point-reduction or (if enough time has elapsed) a zero. Instructors may grant short extensions to due dates based on the student’s circumstances; however, the option lies with the instructor and is not guaranteed. Failure to complete assignments or make contact with the instructor is grounds for administrative withdrawal from the course with a “W” or an “F.”

8. Academic Misconduct: Academic misconduct consists of plagiarism, cheating and/or using someone else’s work as if it were his/her own. Proof of Academic Misconduct will result in the student’s receiving a failing grade in the course.

9. Rule Interpretation: All class rules are subject to the instructor’s discretion.

V. EXAMINATIONS
   A. Mid-Term Exam: Communicating At Work, Chapters 1 - 7, Get A Job.
   B. Final Exam: Communicating At Work, Chapters 8 – 14.
C. There will be two examinations given in the Business and Professional Speaking class. Tests are taken from reading assignments and/or class discussion. Lesson or chapter quizzes may be given at the Instructor’s discretion. Class attendance and good note-taking are encouraged.

VI. SEMESTER GRADE COMPUTATION

60% to 70% of the student’s final grade will be performance-oriented (speeches, group activities, participation, discussion, and other activities.)
30% to 40% of the student’s final grade will be exam-oriented (quizzes and exams)

These are some possible assignments (all students must give at least two speeches, one of which must be an Informative Speech):

- Guest Speaker Introduction Speech
- Introduction of Yourself Speech
- Home-Page Web-Page About Yourself
- Resume & Cover Letter
- Employment Interview or Interviewing for Information About a Profession
- Informative Speech
- Persuasive Speech
- Sales Speech
- Sales/Marketing Slide-Presentation
- Group Project
- Lesson Quizzes
- Impromptu Speech
- Discussion Boards
- Mid-Term Exam
- Final Exam

This is how your course grade will be determined:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59).

B. Administrative Withdrawal: An administrative withdrawal may be initiated by the instructor when the student fails to meet Central Texas College attendance requirements. In Speech, students are allowed only four absences, regardless of whether those absences are “excused or “unexcused.” The designation “excused” and “unexcused” only determines whether or not students will receive full-credit when they
make-up missed work. If the student does not have an excusable reason which can be officially documented to the instructor’s satisfaction, then the student will lose two letter-grades (20 points) from that assignment. An absence is counted as a absence, regardless of the reason.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the coursework but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course…” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to attend and complete the final examination will receive a zero for the final and an “F” for the course.

D. Americans With Disabilities Act (ADA): Students requiring accommodations for disabilities are responsible for notifying the instructor. Reasonable accommodations will be granted in full compliance with federal and state law.

VIII. COURSE OUTLINE

A. Unit One: Basics of Business and Professional Communication

1. Learning Outcomes: Upon successful completion of this unit, the student will:

   a. Write an outline for either (1) a Guest Speaker Introduction, or (2) an Introducing Yourself Speech, and orally deliver that speech to the class, or create (3) a Home-Page Web-Page about Yourself.

   b. Demonstrate an understanding of how to develop a presentation, how to organize a presentation, how to use verbal and visual support, and how to deliver various kinds of oral presentations.

2. Learning Activities:

   a. Students will read the textbook chapters assigned, complete quizzes or daily work, and (if applicable) take notes on instructor’s lectures.

   b. Students will write an outline for a Guest-Speaker Introduction, (or a Speech Introducing Yourself), and orally deliver that speech while standing in front of the class OR create a Home-Page Web-Page About Yourself. (C5, C6, C7, F2, F5, F6, F14)

3. Unit Outline:

   A. Communicating at Work
   1. The Importance of Communication
   2. The Nature of Communication
a. The Process of Communication  
b. Communication Principles  
3. Ethical Dimensions of Communication  
4. Using Communication Networks  
a. Formal Communication Networks  
b. Informal Communication Networks  
4. Face-to-Face and Electronic Communication Channels  
a. Face-to-Face Communication  
b. Teleconferencing  
c. Telephone and Voice Mail  
d. Written Communication  
e. Which Channel to Use  

B. Communication, Culture, and Work  
1. Cultural Diversity and Communication  
a. The Nature of Culture  
b. Cultural Differences in International Business  
c. Fundamental Dimensions of Cultural Diversity  
d. Co-cultural Dimensions of a Diverse Society  
e. Diversity and Ethical Issues  
f. Communicating Across Diversity  
2. Organizational Culture and Communication  
a. The Importance of Organizational Culture  
b. Dimensions of Organizational Culture  
c. Creating and Maintaining Organizational Culture  
d. Organizational Culture and Career Planning  

C. Listening  
1. The Importance of Listening  
2. Barriers to Effective Listening  
a. Physiological Barriers  
b. Environmental Barriers  
c. Attitudinal Barriers and False Assumptions  
d. Sociocultural Differences  
e. Lack of Training  
3. Listening Styles  
a. People-Oriented  
b. Action-Oriented  
c. Content-Oriented  
d. Time-Oriented  
4. Listening More Effectively  
a. Minimize Distractions and Take Time to Listen  
b. Talk and Interrupt Less  
c. Seek and Observe Feedback  
d. Withhold Judgment  
e. Listen for Key Points
f. Take Notes and Repeat Information  
g. Analyze the Speaker’s Evidence  

D. Verbal and Nonverbal Messages  
1. Verbal Messages  
   a. Clarity and Ambiguity  
   b. Inflammatory Language  
   c. Masculine and Feminine Language  
   d. Meeting Gender-Related Language Challenges  
2. Nonverbal Communication  
   a. Characteristics of Nonverbal Communication  
   b. Types of Nonverbal Communication  
   c. Improving Nonverbal Effectiveness  
3. Sexual Harassment  
   a. Avoiding Sexual Harassment Problems  
   b. Responding to Sexual Harassment  

B. Unit Two: Interpersonal Skills and Job Applications  

1. Unit Objectives: Upon successful completion of this unit, the student will:  
   a. Write an effective resume and cover letter (which includes a job objective, educational background and work experience of the applicant) using proper grammar, spelling, and typing.  
   b. Participate in an employment interview or an informational interview.  
   c. Write an outline for an informative speech on an approved topic and orally deliver that speech to the class.  

2. Learning Activities:  
   a. Students will take notes on instructor’s lectures.  
   b. Students will complete a Job Application Packet, which contains step-by-step instructions for writing a Resume and Cover Letter and for preparing for a job interview.  
   c. Students will participate in a staged Employment Interview or an Informational Interview about a particular profession.  
   d. Students will write an outline for an Informative Speech and orally deliver that speech while standing in front of an audience of his/her peers. Students should provide a minimum of three sources. The use of a visual aid is required. Normally, time requirements are from four to seven minutes.  

3. Unit Outline:  
   A. Interpersonal Skills  
      1. Building Positive Relationships
a. Communication Climate  
b. Giving Praise  

2. Dealing with Criticism  
a. Offering constructive criticism  
b. Responding to criticism  

3. Managing Conflict  
a. What Are Conflicts About?  
b. Approaches to Conflict  
b. Handling Conflicts Constructively  

B. Principles of Interviewing  
1. Planning the Interview  
a. Define the Goal  
b. Identify and Analyze the Other Party  
c. Prepare a List of Topics  
d. Choose the Best Interview Structure  
e. Consider Possible Questions  
f. Arrange the setting  

2. Conducting the Interview  
a. Opening  
b. Body  
c. Closing  

3. The Ethics of Interviewing  
a. Obligations of the Interviewer  
b. Obligations of the Interviewee  

C. Types of Interviews  
1. The Information-Gathering Interview  
a. Collect Background Information  
b. Define Interview Goals and Questions  
c. Choose the Right Interviewee  

2. The Career Research Interview  
a. The Value of Personal Contacts  
b. Choosing Interviewees  
c. Contacting Prospective Interviewees  
d. Following Up  

3. The Employment Interview  
a. Pre-Interview Steps  
b. During the Interview  
c. Post-Interview Follow-up  
d. Interviewing and the Law  

4. The Performance Appraisal Interview  
a. Definition and Importance  
b. Steps in the Appraisal Process  

D. Get A Job
1. The College Experience
   a. Get Involved
2. Preparing for the Job Interview
   a. Types of Interviews
   b. Conducting the Job Search
   c. Preparing Your Resume
   d. Preparing Your Cover Letter
   e. Researching Prior to Your Interview
   f. Behavioral Interviewing
   g. Traditional Interview Questions
   h. Applicant Questions
   i. Interview Attire
3. Taking Part in the Job Interview
   a. The Interview Opening
   b. Answering Questions
   c. Nonverbal Behavior
   d. The Interview Closing
4. Following Up After the Job Interview
   a. The Follow Up
   b. The Job Offer(s)

C. Unit Three: Public Communication
1. Unit Objectives: Upon successful completion of this unit, the student will:
   a. Write an outline for a Persuasive Speech and orally deliver that speech to the class.
   b. Participate in, or observe and write a paper about, a group discussion.
2. Learning Activities:
   a. Students will write an outline for a Persuasive Speech on an appropriate topic and orally deliver that speech to the class. (C5, C6, C7, C11, C13, C14, F1, F2, F5, F6, F7, F14)
   b. Students will participate in, or observe and write a paper about, a group discussion. (C9, C12, C13, C14, F5, F6, F7, F8, F9, F10, F11, F12, F13)
3. Unit Outline:
   A. Working in Teams
      1. The Nature of Teams
         a. Teams are Essential
         b. Characteristics of Work Groups
         c. Virtual Teams
      2. Leadership and Influence in Groups and Teams
         a. Centralized Leadership
         b. Becoming a Leader
         c. Power and Influence of Members
      3. Problem-Solving Communication
a. Systematic Problem-Solving
b. Stages in Group Problem-Solving
c. Functional Role Analysis
d. Decision-Making Methods

4. Effective Communication in Groups and Teams
   a. Recognize Both Group and Personal Goals
   b. Promote Desirable Norms
   c. Promote an Optimal Level of Cohesiveness
   d. Avoid Excessive Conformity
   e. Encourage Creativity

B. Effective Meetings
1. Types of Meetings
   a. Information-Sharing Meetings
   b. Problem-Solving or Decision-Making Meetings
   c. Ritual Activities
   d. Virtual Meetings
2. Planning a Problem-Solving Meeting
   a. When to Hold a Meeting
   b. Setting an Agenda
3. Conducting the Meeting
   a. Beginning the Meeting
   b. Conducting Business
   c. Concluding the Meeting
   d. Following Up the Meeting

C. Developing and Organizing the Presentation
1. Analyzing the Situation
   a. Analyzing the Audience
   b. Analyzing Yourself as the Speaker
   c. Analyzing the Occasion
2. Setting Your Goal and Developing the Thesis
   a. General and Specific Goals
   b. Developing the Thesis
3. Organizing the Body
   a. Brainstorm Ideas
   b. Basic Organizational Plan
   c. Identify Main Points and Sub points
   d. Choose the Best Organizational Pattern
   e. Rules for Main Points
4. Planning the Introduction and Conclusion
   a. Functions of the Introduction
   b. Types of Opening Statements
   c. Functions of the Conclusion
   d. Types of Closing Statements
5. Adding Transitions
a. Functions of Transitions
b. Characteristics of Effective Transitions

D. Verbal and Visual Support in Presentations
1. Functions of Supporting Material
   a. Clarity
   b. Interest
   c. Proof
2. Verbal Support
   a. Examples
   b. Stories
   c. Statistics
   d. Comparisons
   e. Citations
3. Visual Aids
   a. Types of Visual Aids
   b. Media for Presenting Visual Aids
   c. Presentation Software
   d. Guidelines for Using Visual Aids

E. Delivering the Presentation
1. Types of Delivery
   a. Manuscript Presentations
   b. Memorized Presentations
   c. Extemporaneous Presentation
   d. Impromptu Presentation
2. Guidelines for Delivery
   a. Visual Elements
   b. Verbal Elements
   c. Vocal Elements
3. Question-and-Answer Sessions
   a. When to Answer Questions
   b. How to Manage Questions
4. Speaking With Confidence
   a. Accept a Moderate Amount of Nervousness
   b. Speak More Often
   c. Rehearse Your Presentation
   d. Focus On Your Topic And Audience, Not On Yourself
   e. Think Rationally About Your Presentation

F. Informative, Group, and Special Occasion Presentations
1. Informative Presentations
   a. Briefings
   b. Reports
   c. Training
   d. Explanations
2. Group Presentations
   a. Planning a Group Presentation
   b. Approaches to Organizing a Group Presentation
   c. Planning Introductions, Conclusions and Transitions in Group Presentations
   d. Delivering a Group Presentation

3. Special Occasion Speaking
   a. Welcoming a Guest or a Group
   b. Introducing Another Speaker
   c. Honoring a Person or Institution
   d. Giving a Toast
   e. Presenting an Award
   f. Accepting an Award

G. Persuasive Presentations
1. Types and Persuasive Presentations
   a. Motivational Speeches
   b. Goodwill Speeches
   c. Proposals
   d. Sales Presentations

2. Ethical Persuasion

3. Persuasive Strategies
   a. Maximize Your Credibility
   b. Use Logical Arguments
   c. Use Psychological Appeals

4. Organizing Persuasive Messages
   a. Problem-Solution
   b. Comparative Advantages
   c. Criteria Satisfaction
   d. Motivated Sequence