

MT. SAN ANTONIO COLLEGE

Professional Speaking: SPCH 8 – SPRING 2018

Professor: Professor Sample	Email: Sample@mtsac.edu
Phone: Ext. 1212	Class Reference Number: 42372
Office: 26-D 1220G	Class Days/Times: T/Th 9:45am-11:50am
Office Hours: T/Th 12pm – 2pm	Room: 26D Room 1411
<i>All announcements will be made via:</i>	Last Day to Drop w/o a 'W': 3/11/18
<i>Canvas & Remind App</i>	Last Day to Drop w/ a 'W': 5/4/18

Catalog Description:

Professional & Organizational Speaking – SPCH 8. Area B – transferable to CSU & Private. Co requisite: ENGL 1A or ENGL 1AH (may have been taken previously)

Text: Free Open Educational Resource (OER) textbook:

Organizational Behavior: https://saylordotorg.github.io/text_organizational-behavior-v1.1/

Course Description:

This class introduces communication skills that are critical to your success in business and professional contexts. Speech communication principles as employed in organizations, including decision making, leadership, conflict resolution and communication networks as well as substantial skills development in preparing and delivering oral presentations within professional contexts and in the workplace. Oral presentations are required. You will develop a working knowledge of theory and improve your skills in interpersonal communication, teamwork, and public presentations. Emphasis is on working in groups and teams, interview skills, and preparing and presenting various business presentations.

Course-Measurable Objectives:

Students will be able to:

1. Define and explain basic communication terms and principles that underlie competent business and professional communication.
2. Demonstrate knowledge of theory and competence in dyadic processes, listening, the roles of interviewer and interviewee, task and social roles in problem-solving groups, conducting meetings, preparing and presenting informative and persuasive messages for groups, and conducting question-and-answer sessions.
3. Analyze various communication contexts with regard to the myriad choices communicators have in each setting, and demonstrate knowledge of various probable outcomes and impacts that would result from different communicative choices.
4. Apply communication principles and theory in diverse circumstances, and demonstrate effective communication, distinguishing effective from less-effective responses.

Student Learning Outcomes:

1. Students will feel more confident.
2. Students will understand the need to adapt communication style to acknowledge the differences in others.
3. Students will conduct an employment interview.

Commented [J1]: College Name

Commented [J2]: Course Title & Number

Commented [J3]: Term & Year

Commented [J4]: Instructor Name

Commented [J7]: Email address

Commented [J8]: Class Reference Number

Commented [J5]: Office location & office hours (can also say "by appointment" for adjunct faculty)

Commented [J9]: Class days, time, & location

Commented [J6]: How announcements will be made

Commented [J10]: Course prerequisites

Commented [J11]: Textbook – title, author, & edition

Commented [J12]: Course description for college catalog

Commented [J13]: Measurable objectives (found on <https://webcms.mtsac.edu/>)

Commented [J14]: Student Learning Outcomes listed (found on <http://mtsac.edu/instruction/outcomes/sloinfo.html>)

Mt. SAC's Expectations for Class Conduct

Please keep in mind that a college classroom is a professional learning environment in which mutual respect amongst students and between students and the professor is expected. For a detailed description of Mt. San Antonio College's Code of Conduct, please see the college catalog p. 247.

Here are some examples of disruptive behavior listed in your Mt. SAC catalog:

- obstruction or disruption of the educational process;
- willful disobedience and/or the open persistent defiance of authority;
- verbal or physical threats to students, faculty, or staff;
- excessive talking in class;
- cell phones; passing notes in class;
- excessive lateness;
- sleeping in class;
- and poor personal hygiene.

Professor Sample's Class Expectations

The environment of this class is our responsibility, so please be courteous to other students to help make this class a fun, productive learning environment. Remember, we all want a comfortable, respectful atmosphere for optional learning and success. In addition, here are a few more rules and policies for my class:

- **Classroom Behavior & Expectations.**
 - You are expected to be on time to all class meetings. Role is taken daily.
 - All students are required to be respectful and *mindful* of other students.
 - I do not tolerate comments that are blatantly offensive (i.e., racist, sexist, ageist, homophobic, etc.) or may be considered sexually harassing.
 - If a student is not being respectful of others and/or disrupts the learning process they will be asked to leave class.
 - All written work must be typed and stapled in order to receive credit - E-mailed work will not be accepted.
 - All cell-phones must be silenced prior to the beginning of class. If a cell phone goes off, or if you are caught texting, I will ask you to leave and that day will count as one of your unexcused absences. Choose wisely.
 - No head phones are allowed.
- **Missing Class, Missing Speeches, Missing Exams.**
 - If you miss class, it is YOUR responsibility to obtain all lecture notes and handouts from the day you missed.
 - I do not allow students to make-up speeches. Missed speech = Zero points on speech.
 - Even if you just came down with that "horrible flu bug" as this and car issues are not an excuse for missing a speech or being late.
 - I do not allow make-up exams. Missed exam = Zero points on exam.
 - Any decision regarding the acceptance of late assignments will be at my discretion.
- **Speech & Presentation Days.**
 - On speech days, I will lock the door 5 minutes into class.
 - You may not enter after the door is locked.
 - If you are late the day of your speech, you will simply receive zero points for your speech.
 - Students may not leave the classroom once speeches have started – plan bathroom needs accordingly.
 - Arrive early to class on the day your speech is due.

How do I “keep my job” or earn a “C”???

To keep your job - or to earn a “C”: You simply complete the assignment fulfilling all requirements. You do an “average job.”

To get a small but satisfying bonus or raise - or to earn a “B”: You complete the assignment not only meeting all requirements, but exceeding the instructor’s requirements and expectations for the assignment. You do an “above average job.”

To get promoted, have more power, & earn more \$\$\$ - or to earn an “A”: You complete the assignment not only meeting expectations, but leaving almost no room for improvement. You do an “exceptional or perfect job.”

To get laid-off or fired – or to earn a “D” or “F”: You complete the assignment without meeting requirements, complete or turn-in the assignment late, or fail to complete or turn-in the assignment. You do a “below average job.”

Grading and Evaluation

Assignment	Possible Points	My Points Earned	Overall Course Grading Scale
Business Contract	100		600 – 540 = A 539 – 480 = B 479 – 420 = C 419 – 360 = D 359 – 0 = F
Concept Connections	120		
Exam #1	50		
Exam #2	50		
Exam #3	50		
Job Packet	200		
Shark Tank	30		

Note about grading:

I do not change grades unless I have made a mathematical error. I am happy to talk with you about how you can enhance your performance, but I will not argue with you about a grade I have given. Any discussion of grades will be held privately between the individual student and the instructor; class time will not be used as a forum to address these concerns. Furthermore, the point total that you receive at the end of the semester is your final grade. **I do not bump up** students 1 or 2 points to the next grade. Having said this... **YOUR ACADEMIC SUCCESS IS MY #1 CONCERN.** Throughout the semester, I will give a lot of written and verbal feedback on ways to improve your grade and happily invite conversations about ways your work can improve. Also, I encourage you to take advantage of any extra credit opportunities that may arise.

Commented [J15]: Grading Policies & Methods: Assessment methods, grading rationale that outlines the definition of ABCDF (or credit/no credit), points and/or percentage for each assignment & exam, specific requirements to pass the course (such as final exam or field trips).

YOUR BUSINESS CONTRACT: (100 points possible)

By enrolling and choosing to stay enrolled in this course, you have decided to sign a 16 week business contract. This contract requires you to:

1. Be in class and ready to begin on-time
2. Be prepared for class
3. Participate effectively in class
4. Demonstrate knowledge & skills learned during interactions with your professor & classmates.

Attendance – Role will be taken every class session. It is expected that you are in class on time. See attendance policy (below) for specific details on attendance expectations.

Class Contribution - In your personal relationships as well as the business environment it is important that you are able to ask questions, share your ideas and opinions with others, and are prepared for discussions in which you will share your knowledge. Effective participation consists of:

- adherence to Mt. SAC's code of conduct (see above & Mt. SAC catalog),
- adherence to Professor Sample's class expectations (see above),
- being an involved class member,
- initiating interactions,
- asking constructive questions,
- being current in your reading assignments,
- being prepared for class,
- arriving on-time with your assigned case analysis completed, typed, and ready to turn in,
- being knowledgeable about material,
- being an active part of all group case analysis discussions,
- and sharing your knowledge with your group members and the entire class appropriately, regularly, and voluntarily.

Skill Development - Improving your communication skills requires:

- that you can identify communication concepts in real-time dialog,
- that you practice new communication skills, and
- that you can use new communication skills effectively.

The following in-class activities will meet following Student Learning Outcomes: 1. Students will feel more confident. 2. Students will understand the need to adapt communication style to acknowledge the differences in others.

The following in-class activities will meet the following Measurable Objectives: 1. Define and explain basic communication terms and principles that underlie competent business and professional communication. 2. Demonstrate knowledge of theory and competence in dyadic processes, listening, the roles of interviewer and interviewee, task and social roles in problem-solving groups, conducting meetings, preparing and presenting informative and persuasive messages for groups, and conducting question-and-answer sessions. 3. Analyze various communication contexts with regard to the myriad choices communicators have in each setting, and demonstrate knowledge of various probable outcomes and impacts that would result from different communicative choices. 4. Apply communication principles and theory in diverse circumstances, and demonstrate effective communication, distinguishing effective from less-effective responses.

YOUR BUSINESS CONTRACT: Continued...

- **Written Exercises:**
 - There will be in-class writing activities (some noted on course schedule) where you will be required to identify theories and concepts in sample communication dialog and explain the connection in detail.
- **Verbal Exercises – TED TALKS:**
 - This class is all about effective communication. One of the most difficult things to do can be a simple one-on-one conversation with someone. Knowing that, we will actively practice the art of small-talk and one-on-one conversations in a really easy, fun way. Many of our classes will begin with watching a short Ted Talk video. After the video, you are required to 1. Write your thoughts about the video, 2. Have a conversation about your thoughts with someone new each time, 3. After the conversation, have them sign your paper, and 4. Briefly write how your perspective changed/deepened/broadened/etc. because of the conversation.
 - As we learn new communication skills, we will be verbally practicing the skill as well as analyzing the skill for effectiveness.
- **Evidence of Skill Development:**
 - As we discuss communication concepts & theories, I expect to see that your own communication skills become more effective, inclusive, and appropriate.
 - Once we discuss or practice a skill, you are expected to use the skill as part of your communication in this class.
 - Skills learned in this class should be evident in your communication with your professor, group members, and classmates.

EXAMS: You will have three multiple choice, true or false exams, with possible short answer. You will need a new, unused, wrinkle-free 882 scantron for each exam. **(50pts each = 150 points total)**

Shark Tank Group Speech – NEW PRODUCT

This assignment meets the following Student Learning Outcomes: 1. Students will feel more confident. 2. Students will understand the need to adapt communication style to acknowledge the differences in others.

This assignment meets the following Measurable Objectives: 2. Demonstrate knowledge of theory and competence in dyadic processes, listening, the roles of interviewer and interviewee, task and social roles in problem-solving groups, conducting meetings, preparing and presenting informative and persuasive messages for groups, and conducting question-and-answer sessions.

Speech	Time Limit	Sources	Outline	Notes	Visual Aid	Total Pts	Attire
Shark Tank (Persuasive)	5-7 min	Optional	Not to be turned in	Must be memorized	Required	30	Professional Group Attire

In order to create a product that will sell, you need to get to know your audience. 1. In order to collect data about your audience, use the techniques discussed class to create surveys, organize focus groups, etc. 2. After your data is collected, groups will Brainstorm possible ideas to present to the panel, and choose an idea. 3. Create a persuasive pitch using the 3 reasons format (see the Persuasive chapter in your textbook), 4. Break up the pitch among group members so that each member is speaking for equal amounts of time (use your members' delivery strengths strategically), 5. Exhaustively practice the pitch! Every member should be fully memorized and dynamic when delivering their pitch, and 6. Arrive prepared, look like a unified team, and deliver the pitch to the class on the assigned day.

CONCEPT CONNECTIONS TO REAL-WORLD READINGS
(20 points each = 120 points possible)

You are required to read and analyze a variety of articles, news stories, and situational scenarios that will be posted on CANVAS.

These assignments will meet following Student Learning Outcomes: 2. Students will understand the need to adapt communication style to acknowledge the differences in others.

These assignments will meet the following Measurable Objectives: 1. Define and explain basic communication terms and principles that underlie competent business and professional communication. 3. Analyze various communication contexts with regard to the myriad choices communicators have in each setting, and demonstrate knowledge of various probable outcomes and impacts that would result from different communicative choices. 4. Apply communication principles and theory in diverse circumstances, and demonstrate effective communication, distinguishing effective from less-effective responses.

- First, read your assigned chapter, then read the article(s) connected that chapter.
- After reading the article, you will apply your knowledge from the concepts learned in the textbook. Your applied knowledge should focus specifically on connecting concepts from the assigned chapter, but also include concepts from previous chapters. **Each article requires a one page response.**

Details for your completed paper:

1. **Type all work in Times New Roman, 12 point font.**
2. **Single space** your text (let's save a little paper here).
3. 1-page for each article is the expected length.
4. **Place your name** (the version you go by in class), your class time, and the chapter you are completing in the top RIGHT corner of your paper.
5. Either **bold** or **underline** each concept from the textbook that you are connecting to the reading.
6. ***IF there are multiple articles*** assigned to a chapter, address each article separately with the title of the article above your analysis. Both articles can be combined to result in a 1-page paper.
7. While you are focusing primarily on proving that you can accurately connect concepts from the current chapter, including concepts from previous chapters will really impress me. ☺

JOB SEARCH PACKET:

The final packet must be “SPIRAL BOUND” (no folders, comb binding, or a lack of binding allowed – packets not spiral bound will receive an entire letter grade penalty). There must be a professional cover page on resume quality paper. The contents should follow the steps below. If you have multiple drafts of any of the steps put the final draft before the older drafts. Check out Staples or Office Max for great prices on Spiral Binding. **(200 points possible)**

The steps in this assignment will meet the following student learning outcomes: 1. Students will feel more confident. 2. Students will understand the need to adapt communication style to acknowledge the differences in others. 3. Students will conduct an employment interview.

The steps in this assignment will meet the following Measurable Objectives: 1. Define and explain basic communication terms and principles that underlie competent business and professional communication. 3. Analyze various communication contexts with regard to the myriad choices communicators have in each setting, and demonstrate knowledge of various probable outcomes and impacts that would result from different communicative choices. 4. Apply communication principles and theory in diverse circumstances, and demonstrate effective communication, distinguishing effective from less-effective responses.

STEP 1 - MEMO SUMMARIZING THE FUTURE FORECAST FOR YOUR OCCUPATION:

Let’s start by just looking at what the Bureau of Labor Statistics Occupational Outlook Handbook has to say about what we can expect from the future job market. Go to: <https://www.bls.gov/ooh/> and click on “Highest Paying,” “Fastest Growing,” and “Most New Jobs.” After browsing through these links and any other part of their website that interests you, please create a MEMO for Professor Sample summarizing what you found, how it solidified or changed your future career plans, and how you plan to use this information to guide your educational journey, your employment choices, and your career path.

STEP 2 - A DETAILED SUMMARY YOUR CHOSEN OCCUPATION: Go to:

<https://www.onetonline.org/> and type in your future career into “Occupation Search.” You may also use “Find Occupations” or “Advanced Search” to find your future career. Once you find the “Summary Report for your specific career choice, PRINT THE ENTIRE PAGE. This report will help guide the creation of your resume and coverletter and you will need to bring it to class and keep it in good condition all semester long.

STEP 3 - JOB ANNOUNCEMENTS: (Continuing on from the Summary Report for your occupation in STEP 2: <https://www.onetonline.org/>) At the bottom of the “Summary Page” you will see “Job Openings on the Web. Click on “Find Jobs” and look through current job openings. Find a job that interest you and PRINT OUT THE ENTIRE JOB ANNOUNCEMENT. Make sure to save the approved and signed job announcement in the packet. Do not print a new copy of the job announcement. We will use these postings to help guide the creation of your resume. ***Note: You may also use online job posting websites (e.g., indeed.com, monster.com, collegegrad.com, etc) or find job postings through Mt. SAC’s Career Services office.

STEP 4 - RESEARCH THE COMPANY: From the job advertisement you’ve chosen you will research the company and create a list of buzz words you will include in your coverletter and interview questions. Make a “cheat sheet” summarizing the company’s background, vision, mission statement, current status, future outlook & focus, etc. Look up the leaders and upper-level managers (including the person you may work with) – summarize their backgrounds, education, etc.

***DO NOT SIMPLY COPY & PASTE INFO – put some time and thought into this research summary. Create a bullet point list of the required qualifications, preferred qualifications, and job duties from the job announcement. Finally, you will create a bullet point list of all of the adjectives and/or descriptors used in the job announcement.

JOB SEARCH PACKET: Continued...

STEP 5 – CLEANING UP YOUR DIGITAL DIRT: In addition to your resume, coverletter, and interview, employers have another way of forming an impression of you...the internet! To discover what others can easily see about you, do this:

1. Google yourself by typing your name in different formats (first and last name - first, middle, and last name - your email addresses)
2. Look through at least 5 pages of each Google search & record everything you find in the above searches in the Memo.
3. Learn how to "un-Google" yourself and comment on the process in the Memo at: www.wikihow.com/Ungoogle-Yourself
4. Conduct a Google Image search using your first and last name - Record the results for this in the Memo
6. Review your social profiles (Facebook, Instagram, Snapchat, and even MySpace if you happen to have one...)
7. Answer: If someone was looking to hire you...what would they see? What impressions would they make?
8. Now, either delete those photos or learn how to make your profile and individual photos private.
9. Create a new professional email address. It should simply be your first and last name. If you have to add numbers, choose 100 or 500
10. Set the setting on this new email address to FORWARD to the email you actually check. This way you won't have to remember to check it.

STEP 6 – RESUME & COVERLETTER: Write a resume, and a cover letter in response to the advertisement. Include the job advertisement or a photocopy of it in the final draft you turn into me.

STEP 7 – LETTER OF REFERENCE: You will have to obtain a letter of reference from someone (other than me! ☺) that is familiar with the qualifications you have that meet the job's qualifications. You will need to give them a copy of the job posting, cover letter, and resume so they know what to talk about in your letter. ******You should start asking soon, get a draft back well before your due date, edit and proofread their letter, and get them to correct and sign a final draft before your due date. Make sure they include contact information as I will want to email them to confirm their confidence in your abilities.***

STEP 8 – INTERVIEW QUESTIONS: You will need to type out your answers to the most commonly asked interview questions. Your answers should be positive, succinct, well thought out, and make me want to hire you. You will be asked these questions during in-class interviews at the end of the semester.

STEP 9 – THANK YOU EMAIL/LETTER: Assume you had an interview with this company and write a thank-you letter to the interviewer.

PANEL JOB INTERVIEW: You will need to dress in professional interview attire, bring YOUR COMPLETED JOB PACKET (STEPS 1 – 9 SERIAL BOUND – see top of page for specifics), and bring 5 extra copies of your resume. You will answer questions from your interview question list (step 8) during a panel interview session. *(50 points out of the 200)*

Job Search Packet Notes:

Attendance

Mt. SAC's ATTENDANCE AND ENROLLMENT POLICY: *Students are expected to attend all class meetings. It is the students' responsibility to know the attendance and absence policies of their professors. Professors may take attendance at all class meetings. It is the responsibility of each professor to inform his/her classes of the attendance and absence policies at the beginning of each semester. It is the student's responsibility to officially drop a class whenever he or she determines that he or she can no longer attend the class. Failure to officially drop a class may result in a failing grade and/or a financial obligation to the college. Professors may drop students from their class rolls through the last day of the tenth week of instruction of a regular semester for excessive absence as defined by the professor or at an earlier date for intersession or short-term classes. Students on college-authorized field trips will not be penalized for absences incurred in other classes during the field trips (AP 4300).*

Commented [J16]: Attendance policy

PROFESSOR SAMPLE'S ATTENDANCE POLICY: Because speech communication involves listening, evaluating, and writing as well as speaking, you are expected to attend ALL class meetings. Attendance and class participation are necessary for success in this course. However, I realize that there may be times when an absence is unavoidable.

Commented [J17]: Additional attendance policies

EXCESSIVE ABSENCES: Students who accumulate four (4) unexcused absences before the end of the 10th week of a Fall/Spring class, or two (2) unexcused absences before the end of the 3rd week of class in the Winter/Summer semester will be dropped.

PARTICIPATION POLICY: Mt. SAC's Communication Department sees a strong correlation between consistent attendance and student retention and achievement. Because speech communication involves listening, evaluating, and writing as well as speaking, you are expected to attend ALL class meetings. Roll will be taken each day and each student will be assigned a participation grade relating to the value that they add to the learning environment each class. Students will receive participation points for activities like answering questions, adding value to in class discussion, participating in group activities, etc. You are not able to make up participation points due to an absence as they occur during each specific class meeting. If an assignment or speech is missed during an absence, it is the student's responsibility to notify the instructor when a documented excused absence is going to occur and arrange any make up work due. Documentation is required for excused absences.

Excused Absences: 1) If you will be absent for a college-approved activity (such as a field trip, athletic competition, or leadership conference) and notify the instructor in advance of the absence you will not be penalized for the absence and will be allowed to make up graded work. Appropriate paperwork must be submitted before the event.

2) The only other exception will require that you apply for exception by completing the official "department of communication extraordinary exception form for attendance." The form is to be submitted to the instructor (or the instructor with the consultation of the department chair, if desired) within one week of the absence. Valid documentation must be attached to the form, and only the following circumstances will be considered: Mandatory court appearance, Military service, or Hospitalization *of the student*. If the form is signed as approved, you will not be penalized for the absence and will be allowed to make up the equivalent points for graded work that was missed, including speeches, through any means determined by the instructor.

Makeups: The only time a student may make up missed work is for one of the above listed exceptions.

Tardies: In addition to attending class, you are also responsible for being to class ON TIME. Walking in late is disrespectful to the professor as well as the rest of the class. You will be considered tardy if you arrive within the first twenty (20) minutes of class. After twenty minutes, you will be considered absent. You will also be marked absent if you leave class more than twenty (20) minutes before the scheduled ending. If you leave between twenty (20) minutes and the ending time, you will receive a tardy. BEWARE, for every three (3) tardies you will receive and unexcused absence. Again, on speech days, you will be absent 5 minutes after the start of class or once the door is locked.

Non-Discrimination Policy

“Mt. San Antonio College provides opportunities for the pursuit of excellence for all students and through its educational services...The college will provide open access to a college education and all support services without regard to sex, race, color, religious creed, national origin, ancestry, age over 40, marital status, physical or mental disability (including HIV and AIDS), sexual orientation, or Vietnam Era Veteran Status”

Commented [J18]: Non-discrimination policy

Special Accommodations

This campus will provide reasonable accommodations for students who face unique physical, learning, and emotional challenges. If you have special conditions as addressed by the Americans with Disabilities Act and need accommodations, please inform me within the first two weeks of the semester. There are eligibility requirements for some of the programs offered. Please visit Disabled Student Programs and services or call ext. 4290. It is your responsibility to work with ACCESS to make arrangements for special accommodations in this class.

Commented [J19]: Accommodating students with disabilities statement (<http://mtsac.edu/access/>)

Cheating/Plagiarism

Cheating/ plagiarism (representing somebody else’s words or ideas as one’s own) of any kind will not be tolerated and will earn you an “F” on the assignment in question or an “F” for the entire course depending on the seriousness of the offense. Cases of plagiarism may be reported to the Department Chair and/or the Dean of Students. All work presented must be your own or be appropriately documented. Any cheating or plagiarism will have severe consequences. I do not tolerate any form of cheating and/or plagiarism. I strongly encourage you to avoid any behavior or action that could be considered cheating and/or plagiarism. Moreover, it is essential that you cite any thoughts or words that are the intellectual property of others.

Commented [J20]: Academic honesty policy
http://mtsac.edu/distancelearning/docs/2013-14_Catalog_StudentHonestyPolicy_1.pdf#search=academic%20honesty

The term “cheating” includes but is not limited to:

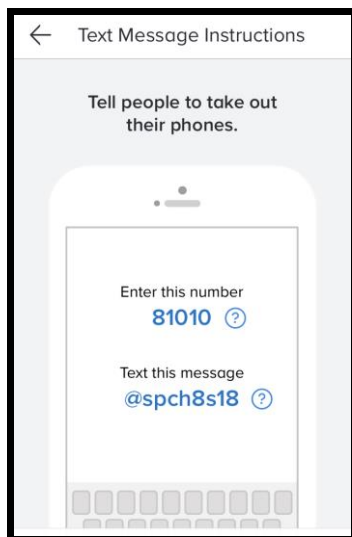
- Plagiarism and Using unauthorized material or sources
- Receiving or knowingly supplying unauthorized information
- Changing an answer after work has been graded and presenting it as improperly graded
- Illegally accessing confidential information through a computer
- Taking an examination for another student or having another student take an examination for you
- Forging or altering registration or grade documents

LET'S COMMUNICATE!

Knowing that most students find text messages to be the most convenient form of communication, I will use Remind.com to communicate with this class. Without having to disclose your cell phone number to me (or me to you), you will receive texts messages from me only when I have important class information to share. If you download the Remind App, you can also safely text chat with me instead of waiting for an email response.

While I hope this increases our communication, I also hope you use my office hours and email as often as you would like.

Commented [J21]: Include any instructor-specific information that helps a student succeed in the course



Professor Sample

SPRING 2018 Schedule

SPCH 8

*Your life is the sum total of the choices you have made. **YOU** are in control of your choices.
Choose wisely.*

Commented [J22]: Tentative Calendar & Schedule which includes reading assignment dates, assignment due dates, exam dates, any possible field trip dates, holidays, & the final exam date & time (Mt. SAC's calendar: <http://mtsac.edu/schedule/calendar.html>)

DATE	TOPIC	ASSIGNMENTS DUE
2/27/18	Introduction & Syllabus Review REVIEW: Shark Tank Assignment & Group Formation Speech Organization & Effective PowerPoint	DUE: Sign up for the REMIND app
3/1	Ted Talk Introduction to Job Packet Shark Tank Group Work	DUE: SIGNED (with name also printed) Business Contract (page 3 of syllabus) Bring a lap top if possible – group practice sessions
3/6	Shark Tank Presentations Lecture: Memo Format Review: Using our OER Textbook	BRING: PowerPoint on a flash drive. ***Saved AS YOUR PRODUCT NAME (nothing extra, nothing else) DUE: Shark Tank Presentations (Arrive early: Door will lock at 9:50am)
3/8	Ted Talk Introduction to Professional Communication	READ: Chapter 1 DUE: Job Packet - STEP 1
3/13	Ted Talk Chapter 8 – Communication	READ: Chapter 8 DUE: Concept Connection from Article on Canvas
3/15	Ted Talk Chapter 8 – Communication (continued)	DUE: Communication Assessment Test. Print your results page from ALL of the following assessment tests (use snipping tool if it's difficult to print) https://www.mindtools.com/pages/article/newCS_99.htm DUE: Job Packet - STEP 2
3/20	Ted Talk Chapter 2: Managing Demographic & Cultural Diversity	READ: Chapter 2 DUE: Concept Connection from Article on Canvas
3/22	Ted Talk Chapter 2 – Diversity (continued)	DUE: Cultural Profile Assessment. Print your results page from ALL of the following assessment tests (use snipping tool if it's difficult to print) https://hbr.org/web/assessment/2014/08/whats-your-cultural-profile
3/27	EXAM #1 – Chapters 1, 8, & 2	EXAM #1 – Chapters 1, 8, & 2 BRING: 882 Scantron & Pencil - test will end at 11am DUE: Job Packet – STEP 3
3/29	Ted Talk Chapter 3: Individual Differences and Perceptions	READ: Chapter 3 DUE: Concept Connection from Article on Canvas

4/3	Ted Talk Chapter 3 – Perception (continued)	<p>DUE: Print your results page from ALL of the following assessment tests (use snipping tool if it's difficult to print):</p> <p>Big 5 Personality Assessment: Go to http://www.outofservice.com/bigfive/ to see how you score on these factors. Or... http://www.queendom.com/tests/access_page/index.htm?idRe gTest=3891</p> <p>Self Esteem Assessment: http://www.queendom.com/tests/access_page/index.htm?idRe gTest=3105</p> <p>Understand Your Locus of Control by Taking a Survey at the Following Web Site: http://www.queendom.com/tests/access_page/index.htm?idRe gTest=705</p>
4/5	Ted Talk Chapter 4: Attitudes and Behaviors	<p>READ: Chapter 4</p> <p>DUE: Concept Connection from Article on Canvas</p>
4/10	Ted Talk Chapter 4 – Attitudes (continued)	<p>DUE: Print your results page from ALL of the following assessment tests (use snipping tool if it's difficult to print):</p> <p>DUE: Emotional Intelligence Assessment: http://www.queendom.com/tests/access_page/index.htm?idRe gTest=3978</p> <p>DUE: Time Management Assessment: http://www.queendom.com/tests/access_page/index.htm?idRe gTest=3085</p>
4/12	EXAM #2 – Chapters 3 & 4	<p>EXAM #2 – Chapters 3 & 4</p> <p>BRING: 882 Scantron & Pencil Arrive on time – test will end at 11am</p> <p>DUE: Job Packet – STEP 4</p>
4/17	Ted Talk Chapter 9: Managing Groups and Teams	<p>READ: Chapter 9</p> <p>DUE: Concept Connection from Article on Canvas</p>
4/19	Ted Talk Chapter 9: Managing Groups and Teams (continued)	<p>DUE: Team Player Assessment. : Print your results page from ALL of the following assessment tests (use snipping tool if it's difficult to print): http://www.queendom.com/tests/access_page/index.htm?idRe gTest=1119</p>
4/24	Ted Talk Chapter 12: Leading People within Organizations	<p>READ: Chapter 12</p> <p>DUE: Concept Connection from Article on Canvas</p>
4/26	Ted Talk Chapter 12 – Leadership (continued)	<p>DUE: Leadership Style Assessment. : Print your results page from ALL of the following assessment tests (use snipping tool if it's difficult to print): http://www.queendom.com/tests/access_page/index.htm?idRe gTest=2289</p>

5/1	EXAM #3 – Chapters 9 & 12 After the EXAM activity: Assign topics for group presentations due on 5/3	EXAM #2 – Chapters 9 & 12 BRING: 882 Scantron & Pencil Arrive on time – test will end at 11am with an activity beginning by 11:10am. BRING: Laptop if available
5/3	Group Presentations: <ul style="list-style-type: none"> • Men’s Interview Suit Expectations • Women’s Interview Suit Expectations • Hair & Accessories (Men & Women) • Walking in, Shaking Hands, and Sitting Correctly During an Interview 	DUE: Group Presentations
5/8	Lecture: Answering Interview Questions	DUE: Job Packet – STEP 5
5/10	Lecture: Resumes	DUE: A copy of your own resume (no judgements!)
5/15	Lecture: Resumes (continued) Note: If you have a laptop or can borrow one for the day, you can bring it to class and actually work on your coverletter during class.	BRING: 1. A printed copy of your resume 2. A laptop (if you have access to one) and flash drive with resume saved on it
5/17	Lecture: Coverletters	BRING: 1. The Job Announcement (bring Step 1 back to class) 2. Your Resume 3. A laptop (if you have access to one) and flash drive
5/22	Review Coverletters and Resumes	BRING: The Job Announcement (bring Step 1 back to class) DUE: Job Packet – STEP 6
5/24	Interview Question Olympics!	DUE: Job Packet – STEP 7 Interview Workshop
5/29	Interview Question Olympics!	Interview Workshop
5/31	INTERVIEWS	DUE: COMPLETED Job Search Packet ***Late packets and/or interviews will not be accepted***
6/5	INTERVIEWS	DUE: COMPLETED Job Search Packet ***Late packets and/or interviews will not be accepted***
6/7	INTERVIEWS	DUE: COMPLETED Job Search Packet ***Late packets and/or interviews will not be accepted***
6/14	FINAL EXAM: Thursday, June 14 @ 7:30am	FINAL EXAM

Commented [J23]: Note the exact final exam date and time. (See guidance for finding the final exam schedule on the Adjunct Faculty webpage under Syllabus option or follow this link <http://mtsac.edu/pod/resources/adjunctfaculty/syllabus/syllabusrequirements.html>)

Note: This is a tentative course schedule that may change during the semester.