

## Communication 301: Introduction to Public Speaking

Formerly: (Speech) Communication 1  
Prerequisite: English (ENGWR) 101  
Course Transferable to UC/CSU  
3 units

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**Prerequisite: Eligibility for English 57. *The Student should be able to have FUN!***

### **Course Requirements:**

Text: Lucas, Stephen E. *The Art of Public Speaking*. 7<sup>th</sup> ed. New York: McGraw Hill, Inc. 2003.  
Purchase the text within the first week of the term; the text will be used extensively.

Instructional Packet: *A Public Speaker's Handbook*. This packet contains most class materials that are necessary.

Materials: You will need a videotape cassette, note cards, and possibly some poster board.

You will need access to a computer with online capabilities. There are computers available in BS145 (the computer lab), the Reading and Writing lab (L313) or at most public libraries.

There is a course web site: <http://blackboard.losrios.edu> that you will utilize during the course.

**Methods of Instruction:** This course will involve: traditional lecturing, guided discussion involving reflection and critical thinking, group activities encouraging application and analysis of communication skills or techniques, questioning strategies aimed at the development of fact recall and critical thinking skills, and student-led discussion of observations and analysis of other student's work.

**Methods of Evaluation:** These assignments will assess the student's work in meeting course objectives:

Essay Papers: There will be five writing assignments; each will be 2 – 4 typed pages, double-spaced.

The assignments will vary, such as designing an audience survey, analyzing an audience, and evaluating survey data as well as the student's personal presentational skills.

Exams: Two multiple choice exams of the text reading and lecture, class material will be administered.

One Take Home exam will be given and must be submitted before the student may present a speech!

Minor Speeches: There will be four "practice" presentations, referred to as Minor Speeches, to develop speech skills. Any non-participation or lack of preparation of a Minor Speech will result in a loss of minor speech points. For a conscious, full effort, students will receive participation points.

Major Speeches: There will be three graded speeches required in which the student will be evaluated for skills in the speech presentation. "Criteria" for each speech will be provided prior to the presentation(s). These presentations, the speech to Inform, Persuade, and the Narrative speech, will consist of specific speech designs. Each of these speeches will require a typed outline.

Outlines: Four of the speeches will require an outline that: adheres to a speech design format, and provides a bibliography of "sources" cited in the Modern Language Association (MLA) format. These outlines will require page copies of each required source attached. The student is required to submit a photocopy (not the original) of each outline.

The outlines will be due at the beginning of class, before the major presentation occurs!

Outlines are deducted 20 points every two days past the assigned due date.

**A STUDENT MUST SUBMIT A COMPLETE, TYPED OUTLINE IN ORDER TO PRESENT A SPEECH!**

**This course is transferable to a California State University with a requirement that the student present a minimum of 22 minutes of oral communication that is evaluated by the instructor. In this course, the student will present:**

Self Introduction (Mystery Speech)	2 minutes	Improvisational (Impromptu)	2 minutes
Pet Peeve Speech	3 minutes	Speech to Inform	6 minutes
Central Idea (Logo) Speech	4 minutes	Speech to Persuade	8 minutes

**The student will be evaluated based on the course objectives and learning outcomes provided on this syllabus as course requirements:**

## 1. Recognize and respond to techniques for managing communication apprehension.

*Outcomes Include:*

- a. Explain symptoms and factors that can lead to public speaking anxiety and coping or anxiety reducing techniques.
- b. Internalize effective strategies to personally reduce or cope with communication apprehension in the public speaking setting.

Assignments: Speeches: It is common for a student to be nervous to the point of being anxious about public speaking. The first three presentations will only be graded for participation, based on a full effort, and are not graded on terms of skill. Essentially, these are practice speeches to develop skills and to learn how to cope with nervousness. These speeches are: The Self-Introduction Mystery Speech,, the Pet Peeve Speech, and the Logo Speech. Essay: A 2 to 4 page paper will require you to reflect on your nervousness or comfort in public speaking and help to strategize how to cope with, or reduce, nervousness. Exam: Common techniques described in the text will be identified as exam material. Group Exercise: As a small group, you will discuss experiences with communication apprehension with other students and people's strategies that are helpful within a public speaking setting.

## 2. Analyze audience using age, gender, cultural differences, and other appropriate measures.

*Outcomes Include:*

- a. Summarize the general demographic characteristics (age, gender, cultural background, etc.) of an audience.
- b. Assess audience demographics and features for a target audience's knowledge, interests and attitudes to describe their disposition toward a topic, occasion and speaker..
- c. Appraise situational factors (such as the size of the audience, the physical setting, logistics, etc.) to estimate the occasion and context appropriate and effective for a public speaking setting and audience.
- d. Demonstrate audience adaptation (based on the demography and features of an audience) to the message in a public speaking setting.

Assignments: Exam: General demography and audience analysis methods will be identified as exam material. Essays: Two 2 to 4 page papers will require you to relate a personal speech topic selection to your audience of college students in class for an audience analysis toward both the speech to inform and speech to persuade.

## 3. Design, deliver and access a variety of speech types, including, at minimum, the informative, persuasive, and special occasion message designs, as organizational strategies for rhetorical situations;

*Outcomes Include:*

- a. Identify, differentiate and design various organizational patterns that function within these general purposes:
  - to inform (to clarify and facilitate comprehension);
  - to persuade (to influence attitude reinforcement or change);
  - to relate special occasions (such as to entertain, commemorate, introduce, award, narrate, etc.).
- b. Develop and present topics with organizational patterns appropriate and effective within the purpose, context, audience and time constraints.

Assignments: Exams: The organizational patterns as strategic orders for informative and persuasive speeches will be identified as exam material. Speeches: You will present speeches with these purposes: to Inform, to Persuade, and the special occasion of the Narrative (Story-Telling).

Outlines: A typed outline will be required for a Speech to Inform, a Speech to Persuade, and the Narrative (Story-Telling) that will include an appropriate selection among alternatives of organizational strategies.

#### 4. Compose fully developed, structured, and unified oral presentations, including formal written outlines.

*Outcomes Include:*

- a. Describe communication goals in terms of a specific purpose and summarize the central message in a manner consistent with the purpose (formulating a thesis statement)..
- b. Structure and present a message for effectiveness with an introduction, main points, sub-points, useful transitions and conclusive statements that are consistent with the communication goals.
- c. Identify and demonstrate awareness of available types of supporting material for a message.
- d. Outline written key points of spoken messages clearly coordinated with an introduction, a body of main subordinate points, and a conclusion utilizing standard grammar.

Assignments: Exam: A take home exam will require you to identify the communication goals of a specific purpose and central message (a thematic statement) and a standard for of outline coordination and subordination. Outlines: A typed outline will be required for a practice speech, a Speech to Inform, a Speech to Persuade, and the Narrative (Story-Telling) that will apply correct structure of an introduction, body and conclusion of a speech presentation.

#### 5. Locate, interpret and evaluate various research materials. *See Objective 6 for the Outcomes.*

#### 6. Accurately document research sources (in oral and written form) according to a standard referencing style (MLA, APA, CBE, etc.).

*Outcomes Include:*

- a. Locate, interpret and evaluate various research materials.
- b. Accurately document research sources (in oral and written form) according to a standard referencing style (MLA, APA, CBE, etc.).
- c. Apply research sources as credible, recent, and relevant material to support a position as effective evidence and logical reasoning.

Assignments: Exam: The Take-Home Exam will require the management of information and research for sources to speech topics. Bibliography: Four of the speeches will require a reference section of "sources" cited in the Modern Language Association (MLA) format. Outlines: The four speeches will require you to submit a page copy of each source resulting from your research. A portion of each outline grade will be based on how credible, recent and relevant the material is supporting evidence and reasoning.

#### 7. Apply language techniques and strategies appropriate to the audience and occasion.

*Outcomes Include:*

- a. Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility.
- b. Recognize the use of technical vocabularies, slang, idiomatic language, and regionalisms to avoid terms that can hinder an audience's understanding.
- c. Identify word choice that indicates bias on gender, age, ethnicity, and/or sexual orientation.
- d. Use standard grammar and levels of abstraction or generality in language appropriate to the purpose, context and audience.
- e. Use the sounds of American English that facilitates the audience's understanding.

Assignments: Exam: Language usage and aspects of clarity, correctness, rhythm and imagery will be identified as exam material. Speeches: Language usage will be a portion of any graded speech.

## 8. Identify, evaluate and apply appropriate nonverbal communication techniques.

*Outcomes Include:*

- a. Clarify, emphasize, and/or intensify a message using nonverbal skills that are:
  - congruent with the verbal intent,
  - effective in facilitating the audience's understanding,
  - appropriate for the rhetorical situation in each of the key nonverbal skills (b, c, d and e below).
- b. Use a rate, pitch, volume, and tempo in paralanguage (within the speaker's optimum range) with vocal variety;
- c. Use kinesic elements (posture, gesture, facial expression and consistent eye contact) in the delivery;
- d. Demonstrate proxemic elements (interpersonal distance and spatial arrangement);
- e. Use clothing, aids and ornamentation appropriate for the rhetorical situation.

Assignments: Exams: The techniques and pitfalls of nonverbal communication and speech delivery will be identified as exam material. Speeches: You will identify and apply skills of nonverbal communication that will be a portion of your graded speeches. Essay: A 2 to 4 page paper will require you to identify your strengths and/or areas of improvement in your nonverbal communication skills and speech delivery, with your reflection on what strategies may enhance or improve such skills.

## 9. Design presentational aids, audio and/or visual, appropriate to audience, message and context.

*Outcomes Include:*

- a. Design and use audio and/or visual (presentational) aids with images, text and/or sounds that are clear, neat, legible, and visible.
- b. Display audio and/or visual (presentational) aids that substantially and appropriately contribute to the message in a public speaking situation.

Assignments: Exam: The types of presentational aids and effective techniques for using aids will be identified as exam material. Speeches: In a practice speech, the Speech to Inform, and the Speech to Persuade, you will be required to design and display presentational aids (that are appropriate and effective in the speeches and rhetorical situations) as portions of your graded speeches.

## 10. Recognize the speaker's ethical responsibilities to the message, audience and occasion.

*Outcomes Include:*

- a. Demonstrate trustworthiness as a speaker by revealing the true purpose of a presentation to an audience.
- b. Discuss and identify ideas with an awareness for sensitivity toward the audience's values and diversity.
- c. Evaluate the usefulness and appropriateness of topics in terms of the benefit of the message for the audience.
- d. Use sound evidence and reasoning while striving for accuracy in your message and facts.
- e. Present a genuine effort to acknowledge alternative and opposing views so that the listeners can make informed decisions.
- f. Cite sources of direct quotation, paraphrased information, content and/or opinions gathered by someone other than the speaker.

Assignments: Exam: Principles of ethical responsibilities will be identified as exam material.

Speeches: The ethical issues of speaker credibility will be a portion of each graded speech and outline.

## 11. Demonstrate critical listening skills.

*Outcomes Include:*

- a. Identify factors of poor listening and strategies for effective listening skills.
- b. Identify organizational, transitional, and nonverbal cues that direct the listener to the main ideas of structured and unstructured discourse.
- c. Distinguish ideas fundamental to the thesis from material that supports those ideas in a discourse.
- d. Determine whether the supporting details adequately develop each main idea in a discourse.
- e. Identify ethical, logical and emotional characteristics of an argument..
- f. Analyze a discourse for the information and inferences in order to draw conclusions, including any instances of bias, prejudice or fallacious reasoning.
- g. Identify the direction, intensity, and salience of a speaker's purpose and technique as reflected by the verbal and nonverbal messages.

**Assignments:** Exam: The factors of poor listening and strategies for effective listening skills are identified as exam material. Feedback Worksheets: As a listener and audience participant, you will be assigned to observe some student's speeches in which you will paraphrase the main ideas and supporting ideas of the speeches, as well as determine the "credibility" of speaker presentations based on the types of support, evidence, and arguments presented within these student speeches.

## 12. Recognize and express constructive feedback.

*Outcomes Include:*

- a. Describe the purpose and rhetorical situation of a speaker's presentation in terms of effectiveness, appropriateness and artistic technique.
- b. Identify a speaker's strengths and areas of improvement in terms of the content and delivery of a presentation, including one's own skills.
- c. Demonstrate an attitude of support utilizing descriptive language of observations and positive suggestions for improvements.

**Assignments:** Observation/ Feedback Worksheets: **As an audience participant, you will be assigned to observe some student's speeches in which you will** observe, assess and evaluate other students in their speech content, nonverbal communication skills and use of presentational aids. These observation worksheets will be graded based on a full effort to provide supportive and clear feedback for other students. In turn, you will also receive feedback for your nonverbal communication skills based on the observations of other students within a supportive climate. In-Class Verbal Feedback: After some student's speeches, you will be asked to provide verbal feedback to these students and other class members with an effort to demonstrate an attitude of support while providing clear, descriptive observations and any suggestions for improvement. In turn, you will also be the recipient of other students' verbal feedback and learn from others' suggestions.

We are all here to help and support each other! Please provide support with constructive observations and suggestions that provide encouragement and positive assistance to each other!



## CLASS EXERCISES AND ASSIGNMENTS: GRADING POINT SCALE

It is your responsibility to save all completed, returned and graded assignments in order to verify and protect your grade!

Assignment/Exercise/Speech	Points: Value	Grade
<b>MINOR SPEECH 1: MYSTERY INTRODUCTION</b> Time Limit: 1-3 minutes.	25	_____
<b>MINOR SPEECH 2: PET PEEVE</b> Time Limit: 2-4 minutes. Describe your pet peeve(s) and why.	25	_____
EXAM ONE: Chapters 1 - 7.	50	_____
EXAM TWO: Chapters 8 - 10, and 14. A Take Home exam; must be submitted before your 3rd speech.	50	_____
<b>MINOR SPEECH 3: MY LOGO (or WHAT IS YOUR SIGN?) Design and Describe your "logo."</b> Time Limit: 3-5 minutes. An outline is required to deliver this speech.	30	_____
Writing assignment #1: a typed Audience Analysis Survey (for the Informative speech).	10	_____
Writing assignment #2: a typed Audience Analysis Summary of Results (for the Informative speech).	30	_____
<b>MINOR SPEECH 4: IMPROMPTU (IMPROVISATIONAL) SPEECH. No preparation required.</b>	20	_____
<b>MAJOR SPEECH 1: SPEECH TO INFORM <u>OUTLINE</u> (TYPED WITH SOURCE DOCUMENTATION)</b>	50	_____
<b>MAJOR SPEECH 1: SPEECH TO INFORM</b> Time Limit: 4-8 minutes. 3 Visual Aids and 3 Source citations required.	100	_____
<b>MAJOR SPEECH 1:</b> Content Feedback Worksheet	10	_____
<b>Observations:</b> Credibility Feedback Worksheet	10	_____
Delivery Feedback Worksheet	10	_____
Writing assignment #3: a typed Personal Evaluation of your presentational skills.	20	_____
Writing assignment #4: a typed Audience Analysis Survey (for the Persuasive speech).	10	_____
Writing assignment #5: a typed Audience Analysis Summary of Results (for the Persuasive speech).	30	_____
EXAM THREE: Chapters 11 - 13, and 15 - 16.	50	_____
<b>MAJOR SPEECH 2: SPEECH TO PERSUADE <u>OUTLINE</u> (WITH SOURCE DOCUMENTATION)</b>	50	_____
<b>MAJOR SPEECH 2: SPEECH TO PERSUADE</b> Time Limit: 7-10 minutes. 3 Visual Aids and 5 Source citations required.	100	_____
<b>MAJOR SPEECH 2:</b> Content Feedback Worksheet	10	_____
<b>Observations:</b> Credibility Feedback Worksheet	10	_____
Delivery Feedback Worksheet	10	_____
Attendance Points (in-class assignments, speeches/exercises -- must be present; <b>no make-ups</b> )	150	_____
You are allotted 3 absences for 150 points. 4-5 absences = 100 points. 6-7 absences = 75 points. 8 absences = 50. 9 absences and beyond will be dropped.		
It is YOUR responsibility to keep track of your illnesses. I will be glad to provide an update upon request.		
FOR THE FOURTH ABSENCE AND BEYOND, YOU <u>MUST PROVIDE A PHOTOCOPY OF A DOCTOR'S NOTE</u> (OR APPROVED FORM) WITHIN ONE WEEK UPON YOUR RETURN FROM ILLNESS.		
<b>Class Participation Points (for active discussion and/or interaction in class exercises)</b>	30	_____
<b>MAJOR SPEECH 3: NARRATIVE SPEECH. An Outline is required. Time Limit: 2 - 4 Minutes.</b>	110	_____
You must attend all of the speeches on Final's day to earn any points.		
Grade Scale:	Assignments:	Points Percentage of Grade:
1000 - 900 A	3 Major Speeches	= 310 = 31%
899 - 800 B	Attendance	= 150 = 15%
799 - 800 C	3 Exams	= 150 = 15%
699 - 600 D	4 Minor Speeches	= 100 = 10%
	5 Written Assignments	= 100 = 10%
	2 Major Outlines	= 100 = 10%
	Evaluation/Facilitations	= 60 = 6%
	Class Participation	= 30 = 3%
	Total Points Possible:	1000 _____

## Communication 301: Introduction to Public Speaking Course Schedule

Week #	Topics and Assignments	Chapter Reading	Tasks or Assignments Due
1	Introductions. Course Overview. Definition of Communication Criteria for Minor Speech #1: The Mystery Speech.	1	Get the text book!
2	Minor Speech #1: The Mystery Speech. Apprehension.	2	Minor Speech #1: Mystery Speech.
3	Speech Structure. The Use of Notecards. Criteria for Minor Speech #2: The Pet Peeve Speech.	3, 4, 5	Minor Speech #2: Pet Peeve Speech
4	The remaining Pet Peeve Speeches. Research. Supportive Material. The Speech to Inform. Writing: Survey EXAM ONE: Chapters One Through Seven, and Fourteen.	6, 7, 14	Exam One: Ch. 1 – 7, 14 Bring a Scan Tron #882
5	Criteria for Minor Speech #3: Self Introduction “Logo” Speech Criteria for the Exam Two Take Home Exam: Ch. 8 – 10 Listening & Feedback. Presentation Aids. Source Citation.	8.9. 10	
6	Audience Analysis. Criteria: the Speech to Inform & Outline TAKE HOME EXAM TWO: Chapters Eight through Ten	12, 13	Take Home Exam Two (Take Home) Due!
7	Minor Speech #3: Self Introduction “Logo” Speech.		Minor Speech #3: Self-Introduction Logo
8	Nonverbal Communication. Writing Assignment: Survey due Surveys for the Speech to Inform due! Criteria for Writing Assignment #2: Audience Survey Results.		Writing Assignment #1: Audience Analysis Survey
9	Criteria for Minor Speech #4: The Improvisational Speech. Minor Speech #4: The Improvisational Speech (Impromptu) Language. Writing Assignment #2: Audience Survey Results	11	Minor Speech #4: The Impromptu Speech Writing Assignment #2: Audience Survey Results
10	The Speech to Inform OUTLINE DUE! Criteria for Writing Assignment #3: Personal Evaluation		Speech to Inform Outline & page copies of sources
11	The Speech to Inform Presentations.		The Speech to Inform Presentation due!
12	The Speech to Inform Presentations.		The Speech to Inform Presentation due!
13	Writing Assignment #3: Personal Evaluation due! Persuasion. Criteria for the Speech to Persuade Outline and Speech. Criteria for Writing Assignment #4: Audience Survey.	15, 16	Writing Assignment #3: Personal Evaluation Due!
14	EXAM THREE: Chapters 11 through 13, 15 and !6. Writing Assignment #4: Audience Survey (Persuasive) due!		Exam 3: Ch. 11-13, 15-16 Writing Assignment #4; Survey Results due!
15	Writing Assignment #5: Audience Survey Results due! Speech to PERSUADE OUTLINE DUE! Speech to Persuade Presentations.		Writing Assignment #5: Audience Survey Results. PERSUASIVE OUTLINE!
16	Speech to Persuade Presentations. Criteria for the Narrative Speech on Final's Day.		The Speech to Persuade Presentations due!
17	On Final's Day session: The Narrative Outline and Speech presented on Final's day.		Narrative Outline due! The Narrative Speech on Final's day

**POLICIES:**

**Graded Assignments:** Any late outline, take-home exam and/or paper will be deducted 5 points each class session, at the beginning of class, after the assigned due date. This is essentially a deduction equivalent to a letter grade deduction. If you are ill, have someone deliver your paper in advance for you. Printer problems are unfortunate yet will not be accepted as a valid excuse; type and print your papers in advance.

Any questions and/or disagreements over group projects or individual grades must be addressed on the day that the grade of the assignment is provided to a student. A student, or an entire group, may not "re-do" an assignment or speech presentation. Each project and speech must be presented on the assigned due date and adhere to the criteria provided by the instructor.

It is the student's responsibility to save all of the completed and graded assignments in order to verify your grade of both the assignment or the entire term. **SAVE ALL OF YOUR WORK AND MAKE A PHOTOCOPY OF ALL YOUR ASSIGNMENTS BEFORE YOU SUBMIT THEM.**

For any date that a student is assigned for an exam or a speech and is absent, the student **MUST** provide a medical notice (or written form of notification approved by the instructor) to verify the illness or extreme emergency. If a written notification is not provided, the student will not be able to make up the assignment or exam. When possible, the student should contact the instructor to inform the instructor that the student will miss the major assignment.

**No Make Up Work:** THERE IS NO TIME FOR MAKE UP WORK OR SPEECHES!

There is typically no extra credit offered in the course.

**Plagiarism and Academic Cheating:** College policies on plagiarism or academic cheating are strictly enforced and result in an F letter grade in the term. For specific definitions of plagiarism, the student may refer to The Art of Public Speaking, by Stephan Lucas, in Chapter Two, which clearly provides specific types of plagiarism. See the policy on academic honesty, plagiarism and cheating, on page 9.

**Attendance:** With group exercises and speeches, it is crucial and vital to the student's success that a student attend class!

The student is allotted three absences and 150 points. From the fourth absence and beyond, the student must present documentation of a medical illness (a doctor's notice) or by a written form approved by the instructor. This notice must be submitted within ONE WEEK upon the return from the absence. Save your absences for illness and extreme emergencies. A student must not miss any more than fifteen minutes of any class session to be considered present and be permitted to sign the daily roster of attendance.!

IT IS YOUR RESPONSIBILITY TO SIGN THE DAILY ROSTER distributed in class!

A student with seven absences will be dropped. Notify the instructor if you have an extreme, emergency situation.

**Incomplete and Drops:** Grades that are Incomplete ("I") will only be given to a student that has successfully completed 75% of the course assignment points and has a verifiable illness or emergency. A photocopy of a doctor's note or some other written form approved by the instructor must be submitted. It is the student's responsibility to notify admissions of a drop from the course; failure on the student's part to drop the course will result in an "F" grade for the term.

**Classroom Etiquette:** Any speech and/or paper presented by the student must NOT consist of any *obscenity, profanity, sexual innuendo and/or violence*. If a student has any material that pertains to any of these (italicized) material(s), the student must obtain the consent of the instructor at least one day BEFORE the assignment is due! If the student does present any of the (italicized) materials above that the Instructor perceives to be graphic, the student's portion of the assignment will result in an F grade! When in doubt, check it out! A student must be courteous and professional when interacting with other students in the class. A key to effective class discussion is to be courteous to others in a group and within the class!

If you arrive late and a student is presenting a speech, please wait until the speaker is finished before entering the room. The student is expected to listen and actively participate when another person is speaking.

Please do NOT lay your head on the desk and/or sleep during another person's presentation.

Please do not speak to another student (carrying on a side conversation) when another person is speaking.

Please do not verbally add or make comments while a person is presenting a speech.

Please do not eat or drink during a speaker's presentation. There is no food or drink permitted in the class room.

Except for emergency notice, *please turn off any cellular phone or pager before class begins!*

The instructor will notify a student that fails to maintain this classroom etiquette, after one written warning, any breach of classroom etiquette may result in an "F" grade for the course.

**We are all here to help each other! Please provide support and encouragement to each other!**

## Policies of Student and Class Room Conduct

**Sexual Harassment:** Sexual harassment is offensive and illegal and will not be tolerated in the classroom! Sexual harassment is any unwelcome sexual advance or requests for sexual favors or any other verbal, visual, or physical conduct of a sexual nature in the work or college setting. Using profanity that consists of sexual innuendo or sexist language (a slur or pejorative towards a gender) are considered a "verbal" conduct that may be an unwelcome advance. If you feel that you have been the recipient or a witness of sexual harassment by any other student enrolled in the class, please report the concern immediately to the Instructor. The Instructor, the Dean or the Office of Vice President Student Services will address a report of Sexual Harassment immediately in a confidential, professional manner.

**Academic Honesty** is expected and encouraged. *Issues of Plagiarism and/or Academic Dishonesty (Cheating) will be addressed by the following policies:*

**Academic Dishonesty:** When plagiarizing or cheating in any class assignment (including an examination) is suspected, the instructor may confer with the Area Dean, other faculty or staff, and utilize computer software to determine that there is reasonable evidence for plagiarism within the assignment. You would be notified of the concern for any misconduct of plagiarism or cheating. Should the instructor determine that plagiarism or cheating has occurred, the student will receive a "0" for the assignment, or, if the instructor determines that the student had a full knowledge of the misconduct of plagiarism or cheating, the student may receive an "F" in the course. The instructor will notify the Area Dean(s) and will submit a "Referral for Student Code of Conduct Violation" to the Office of the Vice President of Student Services. You, as the student, would have the right to grieve an action that is perceived to violate student rights, following the college policy of the student grievance process. Therefore, it is important to understand what plagiarism and cheating is in terms of misconduct:

**Plagiarism is defined as representing the words, ideas, or work of another as one's own in any academic exercise. Plagiarism consists in taking the words or specific substance of another work and either copying or paraphrasing without giving credit to the source. Plagiarism is applicable to written, oral, and artistic work. The following examples are only some of the many forms plagiarism may take:**

1. **Word-for-word copying of work written by someone else.**
2. **Failure to give proper credit for ideas, statements of facts, or conclusions derived by another.**
3. **Failure to use quotation marks when quoting directly from another, whether a paragraph, sentence, or phrase.**
4. **Close and extended paraphrasing of another work without acknowledging the source.**
5. **Fabricating sources, persons, and/or dates of material that do not exist.**

**Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. The following are only some of the many forms cheating may take:**

1. **Copying another's work on a test, paper, computerized entry, or project.**
2. **Using unauthorized materials in an exam or collaborating on work to be turned in for credit where the instructor disallows such collaboration.**
3. **Taking an exam for another student, purposely allowing another student to copy during a test, or providing coursework for another student to turn in as his or her own effort.**
4. **Submitting the same work in multiple classes for credit without permission from the instructor.**

**Emergency and Evacuation Procedures:** In the event of an emergency, the Instructor or another authorized person may need to follow the Emergency and Evacuation Procedures established within the policy of the campus and will require your compliance and cooperation. Typically, the Emergency and Evacuation Procedures are posted within the classroom.

Each of these policies is designed for you and each person's safety with the intent for a rewarding academic experience possible at Cosumnes River College.