

TEACHING PORTFOLIO

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Relevant Experience:

Assignment Desk Manager, Telemundo 47, Houston, TX (April 2020 to Present)

Responsible for coordinating news coverage for daily newscasts. Provide updated information to reporters, producers, and web. Monitor scanners and social media for breaking news. Supervise three Assignment Editors.

Digital News Editor, Houston Chronicle, Houston, TX (Sep. 2018 to April 2020)

Supervisor digital reporting team. Duties include assigning stories, proof editing copy before publication, and writing headlines. Also responsible for monitoring scanners and social media for breaking news. Write stories for Chron.com. Coordinate coverage with the Metro desk.

Assignments Editor, KHOU TV Houston, TX (Oct. 2015-Sep. 2018)

Determine what stories will be covered for daily newscasts, and assign crews to them. Filter through press releases and other email sent to the News department. Communicate with public relations professionals and other officials regarding news stories. Monitor emergency radios.

Assignments Editor, KENS TV San Antonio, TX (Oct. 2013-Oct. 2015)

Determine what stories will be covered for daily newscasts, and assign crews to them. Filter through press releases and other email sent to the News department. Communicate with public relations professionals and other officials regarding news stories. Monitor emergency radios.

Business Administrator, The Salvation Army, San Antonio, TX (Mar. 2008-September 2012)

Oversee daily operations of San Antonio Area Command, including budgeting, personnel, and general administrative duties. Directly responsible for Public Relations and Development.

Director of Community Affairs/Public Relations, Latin America Brdcstng. (Sep. 2005-Mar 2008)

In charge of community affairs and public relations for stations in San Antonio and Austin, Texas.

Team Leader overseeing directors at stations in Dallas, Phoenix, and Houston. Organized publicity events, community outreach, and public service calendar information.

Assistant News Director, News 24 Houston, Houston, TX (Aug. 2002-Aug 2004)

Launched 24-hour cable news operation. Responsible for recruiting and hiring staff. Trained reporters on video photography, and editing. Oversee daily newscasts for style and content. Also handle personnel issues and scheduling.

News Director, KMID-TV Midland, TX (Jan. 2002-Aug. 2002)

Responsible for all administrative and editorial aspects of the News Department. Developed new sets to improve on-air presentation, and nurtured reporting and photography skills of staff. Handled budget, personnel issues, and supervised daily news operations.

Other experience:

Overnight News Manager, MSNBC Secaucus, NJ (Aug. 2001-Jan. 2002)

Supervised news staff, provided live coverage of breaking stories for major cable network. Prepared planning of developing events for following day's newscasts.

News Director, TV-2 St. Thomas, USVI (Aug. 2000-July 2001)

Started first stateside-caliber TV News operation in the Virgin Islands. Hired and trained entire staff on news gathering and production. Supervised news staff on two islands. Handled all personnel and budgetary issues for department. Responsible for daily editorial content of newscast.

Bureau Chief, The Texas Network Dallas, TX (Dec. 1998-Aug. 2000)

Supervised news team responsible for covering statewide news in Dallas, North Texas, and most of West Texas. Duties included assigning stories, scheduling personnel, approving scripts for air and administrative issues. Also acted as liaison for network and affiliates in our coverage area.

Capitol Reporter, KVUE-TV Austin, TX (Dec. 1996-Dec. 1998)

Covered Texas Legislature and state agencies. Worked extensively with Governor's staff, agency Public Information Officers, and lobbyists.

Reporter, KMOL-TV San Antonio, TX (Dec. 1993-Dec. 1996)

Specialized in coverage of Hispanic community. Developed award-winning weekly segment, "En Mi Barrio" which focused on positive contributions by Hispanics.

City Reporter, KTBC-TV Austin, TX (Sept. 1990-Dec. 1993)

Covered all news of interest from city government. Focused on environmental and political issues.

Reporter, KRIS-TV Corpus Christi TX (April 1987-Sept. 1990)

Assigned to Police and Courts beats. Responsible for tracking news worthy events in the local justice system. Also tracked criminal investigations and law enforcement policies.

KLDO-TV Laredo, TX (May 1985-April 1987)

Covered Mexico and Police beats. Responsible for covering law enforcement issues for both sides of the border, as well as political issues.

EDUCATION

Marquette University, Milwaukee, WI (1980-1984)

Bachelor of Arts in Broadcast Journalism, minor in Spanish.

The Poynter Institute, St. Petersburg, FL (2000)

Fellow - Television Producing Seminar

The Carole Kneeland Project, Austin, TX (2003)

Fellow - Newsroom Management Seminar

My Teaching Philosophy

When students step into a classroom, they likely expect more of the same: an instructor lecturing from a book, reciting dates, terms, and definitions they are expected to memorize and regurgitate come test time. That's when their knowledge is boiled-down to a grade, pigeon-holing the level of their success. But when they walk into Mr. Hermosillo's class, they are in for a different experience. While they are still responsible for some of the basic book knowledge, they also find a wide landscape of teaching methods that engage them, challenge them, and leave them with questions beyond those they have already answered. Their learning is not only measured by the grade they earned, but also by the insight into the course of study, their careers, and hopefully their lives.

This may seem like a lofty goal, but it is an achievable one. As a journalist of nearly 40 years' experience, I have found that topics that appear mundane can be interesting if you look at "what does this mean to me?", how does the information affect my life, and those around me? And most importantly, how do I communicate this information to others so they can make informed decisions about their lives?

In my classroom, learning is a collaboration between the teacher and the students, as well as among the students themselves. My lesson plan allows creativity for students to shape their course of study by tailoring certain projects to meet their long-term educational goals. Yet there is a commonality in the assignments that encourages students to interact in teams to help develop their mutual goals.

Students will be taught the fundamentals, and encouraged to use their critical thinking, applying that knowledge to their real-world situations. They should be able to either challenge the social status quo, support new research, or communicate these important issues to the masses.

My lesson plan employs Bloom's Taxonomy Cake, giving the students a foundation to remember and understand the basic facts of the lesson, then guiding them to apply, analyze, and evaluate that knowledge. Ultimately, they will top their own cake by creating a new project that they are invested in. Since the lessons will in part be tailored by the students, they will also be allowed self-assessment to evaluate the success of their projects. However, as their instructor, I will also provide assessments that are in line with university guidelines, as well as to help them with any course corrections needed for their projects.

At the end of the course, students should have a fundamental knowledge of the subject matter, as well as having developed a stepstone for how they want to proceed with their studies, or careers. They should walk away feeling educated, enlightened, and excited about their future. They should also remember those important facts and figures required for the exams, but with an understanding of how they have a practical use in communications. I Would appreciate the opportunity to open this world of wonder at your university.

Sincerely,
Danny Hermosillo

COMS 1203 Oral Communications

Organizing and outlining an informative speech



Summary	Implementation
Subject(s)	Introduction Oral presentations are an important part of any communications studies or career, in that at numerous points you will be called upon to inform an audience on a topic, or attempt to persuade the audience to a certain point of view. Any good speech begins with the selection of a topic, research, and an outline. The outline will lay the foundation for the speech, and guide you through your presentation.
COMS 1203 Oral Communication Informative Speaking	
Grade/Level	Materials & Resources
First-year college students	<ul style="list-style-type: none"> You should have access to computer with video camera to record practice speeches. Read Chapters 2 & 5 in <i>The Young Adult's Guide to Public Speaking</i>. You will need to log into the A-State Library Website to gain access to this reading. Atlantic Publishing. (2016). <i>The Young Adult's Guide to Public Speaking: Tips, Tricks & Expert Advice for Delivering a Great Speech Without Being Nervous</i>. Atlantic Publishing Group Inc.
Activity Type	Watch
Informative speech outline and oral presentation.	<ul style="list-style-type: none"> Developing an Informative Speech Outline Comm Studies Retrieved from https://www.youtube.com/watch?v=A8CE47GTxt8&t=2s Falling in Love Informative Speech Paige Huyck Retrieved from https://www.youtube.com/watch?v=dNEkiGS7Hs8
Objectives	Procedure
Students will learn the process of choosing a speech topic, developing an outline, and delivering an oral presentation of an informative speech.	In this unit, students will: <ul style="list-style-type: none"> Read assignments related to informative speaking. Attend in-class lecture on the material. View examples of speech outlines. Watch videos regarding preparing an outline. Participate in classroom activities to help develop topics and presentation.
Date	Lesson goals
08-07-23	By the completion of this lesson: <ul style="list-style-type: none"> Students should know how to select an appropriate speech topic, create an outline, and prepare an informative speech.
Est. Lesson Time	
2-3 hours.	

- Student will be able to make a 10–15 minute presentation before the class, meeting the criteria outlined in the rubric below.
- At various times throughout the module, student will be required to submit drafts of the topic choice, outline, and speech. These are not to be graded, but to assure the student is on course to make a proper presentation.
- The informative speech will help the student develop oral communication skills, as well as gaining experience on how to organize a presentation. This will be a positive step in becoming an effective communicator.
- The in-class presentations will be made on the final two days of the session. Order of the speakers will be determined randomly.

Lesson-related activities

- Possible Topics** (approx. 30 minutes): Students will present instructor with a short list of possible topics for their informative speech.
 - Outline Draft** (approx. 30 minutes): Students will make a rough draft of outline on their topic suggestions, incorporating practices learned through readings and videos.
 - One Minute Speeches** (approx. 30 minutes): Students will pair up with a classmate, have a five-minute introduction, and take another 5 minutes to prepare a one-minute speech of their partner. This should include the students name, where are they from and something about them most people don't know.
- D. Independent Practice:** Students will create a draft outline, which will be used for a practice speech to be recorded.

Assessment

Student presentations will be assessed on the rubric below. You will be given a blank rubric assessment sheet at the beginning of class the day of your presentation. You will submit it to the instructor before you make your presentation.

Areas that will be scored include:

- Outline
- Introduction
- Body
- Conclusion
- Delivery
- Overall impressions

Also, classmates will be asked to fill-out an anonymous survey form with feedback of your presentation. You will be asked to submit one on your presentation, as well as theirs. The feedback will not be scored, but will be provided to you to help assess your presentation.

Informative Speech Rubric

Give this form to your instructor before you give your speech

Name: _____ Topic: _____ Time: _____

OUTLINE	C 7-7.5	B 8-8.5	A 9-10	Notes
Outline format (C) an attempt is made to follow the format provided (B) with correct enumeration, connections between ideas are logical, and evidence directly supports the ideas. (A) has a clear separation of points, written in full sentences, has a consistent pattern of indentation, includes written transitions, previews, summaries, with little or no errors				
References (C) uses appropriate number of sources with a few APA mistakes. (B) uses logical sources from identifiable authors with minor APA mistakes (A) uses credible sources from qualified authors to provide insightful perspective into the issue(s) with no errors				
				____/10

INTRODUCTION	C 14-15.5	B 16-17.5	A 18-20	Notes
Attention getter (C) is present, (B) uses a meaningful narrative, quotation, statistic, or question that is related to the topic, and (A) is creative, original, and highly motivating				
Background and audience relevance (C) some background information about the topic is provided, (B) the significance of the topic is firmly established, and (A) topic is clearly connected to this specific audience				
Speaker credibility (C) speaker provides a reason for choosing the topic, (B) explains why they care about the topic, and (A) explains why they have compelling experience or expertise in this area				
Thesis (C) is identifiable (B) is clear, complete, single declarative sentence, and (A) uses carefully chosen language that sets the tone and direction for the speech				
Preview (C) tells the audience what main points will be discussed, (B) uses signposts, is concise, and flows into the body, and (A) uses creative, carefully worded phrasing				
				____/20

BODY	C 21-23	B 24-26	A 27-30	Notes
Main Points (C) are identifiable and support the thesis, (B) are well developed using a variety of support materials and (A) are supported by distinct, clearly worded and supported sub-points				
Evidence and Support (C) a minimum of four sources have been used for evidence and sources have been orally identified (B) material furthers the argument and a link between the evidence and the claims has been provided, and (A) evidence demonstrates a thorough and rich understanding of the topic				
Organization (C) has an identifiable organizational pattern, (B) includes sub points with a logical pattern, and (A) uses concise, parallel, and creative phrasing				
Language (C) is appropriate for the audience and occasion, (B) is clear, accurate, and succinct, and (A) is powerful, vivid, imaginative, and creative				
Transitions (C) speaker indicates when they are moving to each new main point, (B) and has an effective summary, signpost, and preview in each transition, and (A) include pauses, gestures, or movement to reinforce/emphasize the transition				
Sources (C) the author (source, if author unavailable) and date of information have been provided, (B) the sources are placed just before the information being cited, and are relevant to the topic, and (A) sources are reputable, fully cited, and include evidence of source credibility				
				____/30

CONCLUSION	C 7-7.5	B 8-8.5	A 9-10	Notes
Signals conclusion (C) transition to the conclusion is indicated (B) using a clear signpost (A) that is reinforced through creative language or delivery				
Reviews purpose/thesis and main points (C) the main points have been briefly noted (B) are not just a restatement of the opening preview or thesis, and (A) synthesize the information from the body of the speech in a creative way				
Memorable close (C) 1 last sentence is provided after review that closes speech, (B) uses a rhetorical device related to the topic, that signals the end of the speech, and (A) a link has been provided to the attention getter and/or closing thought in a creative way				
____/10				
DELIVERY	C 10.5-11.5	B 12-13	A 13.5-15	
Eye Contact (C) maintained with audience for at least part of the speech, (B) was purposeful with a comfortable transition between notes and audience, and (A) was used to gauge feedback from most of the audience most of the time				
Verbal Delivery (C) speaker can be heard and understood throughout speech, and (B) vocal variety is used and keeps audience attention, and (A) conveys enthusiasm for the topic, engages audience, and commands the attention of the room throughout speech <i>Pronunciation, Articulation, Volume, Pitch, Rhythm, Rate, Tone, Vocalized Pauses</i>				
Nonverbal Delivery (C) attempts to use gestures, movement, and facial expressions a few times but with a few distracting movements (avoiding, swaying, rocking, repetitive motions, etc.), (B) uses gestures, movement, and facial expressions that at times are directed to the audience and complement the message, (A) uses intentional and effective gestures, movement, and facial expressions to enhance the speech, enhance credibility, and maintain audience attention				
____/15				
OVERALL IMPRESSION	C 10.5-11.5	B 12-13	A 13.5-15	
Topic (C) is appropriate for this assignment and context, (B) is clearly related to the student's personal experiences or provides relevant information to the audience, and (A) made a genuine contribution to the knowledge of the speaker and the audience				
Adapted to Audience (C) speech is appropriate for and considerate toward all members of the audience, (B) is clearly adapted for this specific audience and context, and (A) incorporates specific characteristics of the audience throughout the presentation				
Preparation and Practice (C) speaker reads heavily from notecards or manuscript throughout the speech, (B) did not rely heavily on note cards and was clearly ready to present the speech, and (A) displayed poise and confidence indicative of a well-practiced speech (perhaps including evidence of a speech lab visit)				
Time Limits (C) speech was delivered within the time limits, (B) an appropriate balance of time was spent on each idea, and (A) was fully developed within the time limits				
Quality and relevance of aids (C) correct # of aids were used, (B) were well-integrated, clearly seen, and linked to the presentation, and (A) had explanatory power (used to help audience understand difficult material)				
Was informative (C) yes, (B) information was easy to understand, and (A) added interesting new information to the audience's body of knowledge				
____/15				
ADDITIONAL POINT DEDUCTIONS				
Total Score: ____/100				

Oral Communications
COMS 1203
CRN: 13996

Course Information

Instructor: Mr. Danny Hermosillo
Meeting day/time/place: Ed/Comm Building Rm.2112
Office: A-State Jonesboro Student Union, Suite #1313
Office Hours: Mon. & Wed. 5:00PM-6:00PM & by Appointment
Office phone: 870-867-5309
Email: dhermosillo@astate.edu

Required Textbook(s) and Materials

Understanding Human Communication. (14th Edition)
Author: Adler et. al.
ISBN: 9780190925697
You will need to log into the [A-State Library Website](#) to gain access to this reading.

Additional: Consistent access to a computer, reliable internet connection, camera and microphone capable of recording projects and accessing Zoom/Teams as required.

Purpose and Goals/Learning Outcomes

Course Description:

The theory and practice of communication in interpersonal, small group, and public speaking concepts, emphasizing proficiency in message organization, delivery, and critical thinking.

Program Outcome(s):

Students working on their BA in Communication Studies should be able to:

- Employ communication theories, perspectives, principles, and concepts
- Engage in Communication Inquiry
- Create messages appropriate to the audience, purpose, and context
- Critically analyze messages

Oral Communication Course Goals, Objectives, And Outcomes:

By the end of the semester, COMS 1203 students should know how to:

1. Listen actively and think critically
 - a. Interpret and analyze the relevance and quality of information
 - b. Make judgments and draw conclusions based on credible evidence
 - c. Integrate ideas into a coherent argument
2. Communicate more effectively in interpersonal situations
3. Outline, research, and organize speeches
4. Deliver speeches effectively
5. Communicate more effectively in small group situations
6. Use technology and visual aids during presentations effectively
7. Adapt messages to diverse audiences
8. Use specific communication terminology to evaluate messages
9. Manage communication apprehension

Course Requirements

Readings—Students are responsible to complete required textbook readings prior to class in order to participate in classroom discussion and activities.

Participation Points—Participation points will be based on students taking part in classroom discussion, turning in work in a timely matter, being attentive during student presentations, etc.

Assigned Work and Presentations—All assignments are expected to be completed and submitted on time. Please see the tentative class schedule and blackboard for due dates.

Late work and Extra Credit - I do not accept late or make-up work. It is your responsibility to monitor the course schedule. Due dates are posted on Canvas calendar. Any changes will be announced verbally in class, via email, or both. I do not offer extra credit.

Assignments and Grading

Self-Introductory Speech—Students will give a 2–4-minute introductory speech about themselves to the class. Students should give the class some of their background, what they hope to learn from the class, and one thing people would be surprised to know about them. (10 points)

Communication Observation Reflections—During the semester there will be **two** reflection assignments. The purpose of these assignments is for students to apply the knowledge learned in class to their individual communication experiences, describing how topics discussed in class appear in their day-to-day communication. (20 points each)

Speech Outlines—Accompanying the informative and persuasive speeches for the semester will be outlines. We will cover these more in class and examples will be provided on Canvas. (10 points)

Reading Response – During the semester there will be **two** reading response assignments. Students will answer questions based on your readings and lessons from that week's module. Responses should be between 100-250 words per question. (15 points each)

Mid-term Exam – This exam will cover comprehension of the theories, methods and other materials covered in the course to date. Will include multiple choice and short essay. (20 points)

Informative Speech—Students in oral communication are required to develop and deliver a 5–7-minute informative presentation. The goal of an informative speech is to teach your audience new information about a topic, rather than persuade them to take a side. (20 points)

Persuasive Speech—The final speech of the semester will be persuasive in nature. Students will develop and present a 7–10-minute persuasive presentation. The goal of a persuasive speech is to present an idea to your audience that is intended to persuade, motivate, or influence. (20 points)

Final Exam—There will be a final exam for this course over material covered in the assigned textbook, readings, and lectures. The exam will be available on Canvas with the day/time announced at a later date. (50 points)

Grading

Total points = 200 points

A = 200-170 points

B = 169-140 points

C = 139-110 points

D = 109-80 points

F = 79 points and below

Semester Schedule

Module 1:

Syllabus and class overview

Communication: What and Why?

Introduction speeches

Student survey and assessment (not graded)

Module 2:

Speech Organization and Outlines
Informative speeches
Communication Observation Reflections
Introduction to metacognition and The Study Cycle

Module 3:

Informative speech topics due
Persuasive Speeches
Preparing and presenting speeches
Reading Response

Module 4

Informative Speech
Communication and Culture
Mid-Term

Module 5

Persuasive speech topics due
Self, Perception, and Communication
Communication Observation Reflections
Reading Response

Module 6

Managing Conflict
Nonverbal Communication
Informative Speeches

Module 7

Review
Final Exam

Policies**Students with Disabilities:**

Any student in this course who has a disability that may prevent him/her from fully participating in this course should register with AAS (www.astate.edu/a/disability) as soon as possible, so we can make the necessary accommodations to facilitate your educational opportunity.

Inclement Weather Policy:

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the professor.

Arkansas State University Student Handbook 2015-2016, p. 14

Attendance

Class attendance is a critical component of learning and students are expected to attend and participate fully in all scheduled class meetings and activities.

Students who do not attend traditional classes or participate in online courses during the first eleven class days of a fall or spring semester, or the first five class days of a five-week term, will be assigned a grade of WN (withdrawal for non-attendance) and are administratively withdrawn from the class. **After this period, a student who misses more than 3 class periods will receive a failing grade.** For further details, please refer to the [Arkansas State University Attendance Policy](#).

Makeup materials

If you miss class, you are responsible for obtaining relevant materials from missed classes. This can be done via Canvas.

Absences

If you miss class, it is your responsibility for obtaining notes from missed classes. In the case of a death in the family, severe documentable personal illness, religious holidays, and participation in university sponsored activities (e.g., intercollegiate sports), please submit an email notification to the instructor with documentation attached. Notes that are not dated, signed, or verifiable will not be accepted. Students, who have their schedule of university-sponsored activities ahead of time, should email this schedule to the instructor at the beginning of the semester so that appropriate arrangements can be made. In the case of emergencies, students should contact the instructor via email within one (1) week of the missed class and include appropriate documentation. **An absence WILL NOT be excused without appropriate documentation.**

Classroom policies

I believe in creating a safe classroom environment for all students, and one that is free from distractions that might hinder the learning process. Students are asked to silence all cell phones, and to refrain from using electronic devices to check social media, text, or any other form of distraction. Eating is not permitted in the classroom, however beverages in spill-proof containers are permitted.

Students will undoubtedly have differing opinions on topics discussed in class. All students are required to be respectful of their classmates and instructor, and root their comments (and actions) in academic (rather than religious, political, or personal) thought. Derogatory statements regarding race, ethnicity, class, gender, sexual orientation, disability, etc... WILL NOT BE TOLERATED

Academic Misconduct Policy

Arkansas State University promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties, up to and including expulsion from Arkansas State University. A student deemed to have engaged in academic misconduct may not avoid academic sanctions by withdrawing from a class, a program, or the University.

Further details and resources can be found in the [ASU Student Handbook](#).

Sexual Misconduct Policy

As an Arkansas State University faculty member, it is my responsibility and my privilege to contribute to the creation of a safe learning environment for all ASU students. Title IX and university policy prohibit sexual discrimination, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. Sexual discrimination can undermine students' academic success. If you have been sexually assaulted, you can immediately speak with someone [at NEARK's Family Crisis Center's](#) 24-hour Sexual Assault Line: (870) 933-9449. Reports to law enforcement can be made to the University Police Department: (870) 972-2093. If you or someone you know has been harassed or assaulted, support can be provided from the [Counseling Center](#) and [Pack Support](#). The Student Health Center provides Sexual Assault resources. Alleged violations can be reported non-confidentially to the Title IX and Institutional Equity office. It provides local, state and national resources for counseling, law enforcement, medical treatment, financial assistance, and legal services.

