

# COMPOSITION AND SPEECH STUDENT MANUAL

FOR  
COMPOSITION I (ENG-105)  
COMPOSITION II (ENG-106)  
PUBLIC SPEAKING (SPC-112)  
INTERPERSONAL COMMUNICATION (SPC-122)  
GROUP COMMUNICATION (SPC-132)  
ORAL INTERPRETATION (SPC-14)



Student \_\_\_\_\_

Instructor \_\_\_\_\_

**Please retain this booklet for use in Composition I and II, Public Speaking, Interpersonal Communication, Group Communication, and Oral Interpretation**

Prepared by the Communication faculty  
North Iowa Area Community College  
Revised Summer 2014

The NIACC Communication faculty has prepared this manual for teachers and students to assure that all sections of the courses will be consistent in purpose and goals and that all students who complete the course will have covered the same body of knowledge.

### **Philosophy**

Effective communication is critical to the development of human potential.

### **Mission Statement**

Communication courses at NIACC provide opportunities for students to gain knowledge and to develop skills to communicate effectively.

### **Purposes**

Composition I and II help students:

- Develop confidence in their ability to communicate
- Understand and use the major steps of the writing process: prewriting drafting, revising, and editing
- Develop strategies for writing which may include description, narration, exposition, and argumentation for more effective communication
- Identify strengths and weaknesses in reading, writing, listening, speaking, thinking, and researching
- Understand and use elements common to verbal and written communication: message, audience, purpose, and strategy (MAPS)
- Appreciate the power of language
- Identify, locate, and use main areas of the Library
- Use various sources of information and ideas responsibly
- Reason effectively and evaluate the reasoning of others
- Investigate, analyze, evaluate, and respond to the ideas, beliefs, and attitudes of other writers and speakers
- Understand and apply vocabulary necessary for the discussion of communication
- Use and apply Writer's Workbench analyses programs, the STEPS programs, and the video series

## Composition I (ENG-105)

### Catalog Description

Improvement of skills in reading, writing, speaking, and listening with an emphasis on expository methods of development and personal experience as supporting material. Students may be requested to use word processors and the Writer's Workbench analyses programs, the Writer's Workbench STEPS programs, and the structuring sentences video series. Students must meet minimum competency requirements in writing to receive a grade of C or higher.

### Goals

Students will be able to:

- ✓ Understand and use appropriate course vocabulary (*refer to list*)
- ✓ Identify, locate, and use main areas and resources of the Library:
  - ✓ Library catalog
    - Periodical indexes and electronic databases
    - Periodical stacks
    - Periodical holding list
    - Book stacks
    - Reference section
    - Library personnel
    - Library web page
  - ✓ Identify the major elements in reading and listening assignments:
    - The main idea or thesis
    - The purpose
    - The plan of organization
    - The types of support
    - The tone and its effect on material
  - ✓ Use strategies appropriate for various expository modes:
    - Description
    - Division
    - Process
    - Narration
    - Cause/Effect
    - Example
    - Classification
    - Definition
    - Comparison/Contrast
  - ✓ Use the writing process to:
    - Identify audience and purpose for writing situation
    - Create a sufficiently limited subject and thesis
    - Choose an appropriate method of development
    - Develop and organize support appropriate for the thesis
    - Create an introduction, body, and conclusion
    - Revise for effective content and sentence structure
    - Edit and proofread for acceptable diction, mechanics, and usage

- ✓ Use Writer's Workbench
  - Analyses programs
  - STEPS programs
- ✓ Grammar

## Composition I Requirements

Students will:

- Attend a library orientation session or complete a library assignment
- Complete a Writer's Workbench orientation session
- Write six - eight papers or comparable assignments, including word processing documents
- Complete all other course assignments given by the instructor, including tests, quizzes, readings, projects, exercises, worksheets, and formal or informal presentations

## Composition I Texts

Individual instructors may select from the following texts:

Card, Orson Scott. *Ender's Game*. Top Science Fiction, 1994.

Escholz, Paul, Alfred Rosa, and Virginia Clark. *Language Awareness*. 10<sup>th</sup> ed. New York: Bedford/St. Martin's, 2009.

Fleischman, Paul. *Seedfolks*. Harper Teen, 1997.

Fulweiler, Toby. *The Working Writer*. 5<sup>th</sup> ed. Upper Saddle River, N.J.: Prentice Hall, 2007.

Gladwell, Malcom. *Outliners: The Story of Success*. Back Bay Books, 2011.

Hacker, Diana. *A Writer's Reference*, 7<sup>th</sup> ed. New York: Bedford/St. Martin's, 2011.

Kennedy, X. J., Dorothy M. Kennedy, and Jane E. Aaron. *The Brief Bedford Reader*. 11<sup>th</sup> ed. New York: Bedford/St. Martin's, 2011.

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing*. 11<sup>th</sup> or 12<sup>th</sup> ed. New York: Bedford/St. Martin's, 2011 or 2012.

Langan, John. *Clear Thinking & Writing*. Townsend Press, 2010.

Miller, Arthur. *Death of a Salesman*. Viking Press, 1964.

Sophocles. *Theban Plays*. Dover Publications, 2006.

Walls, Jeannette. *The Glass Castle*. Scribner, 2005.

The following are recommended college level dictionaries:

*The American Heritage Dictionary*. 4<sup>th</sup> ed.

*Webster's New Collegiate Dictionary*. 11<sup>th</sup> ed.

*Webster's New World College Dictionary*. 4<sup>th</sup> ed.

Students have the option to purchase WWB for their personal use ([www.writersworkbench.com](http://www.writersworkbench.com)) or see Sally Becker (BC-102, Phone: 422-4294).

## Composition II (ENG-106)

### Catalog Description

A continuation of Composition I (ENG-105) with an emphasis on argumentative and persuasive writing, on research methods, and on language. Student will be requested to use word processors, Writer's Workbench analyses programs, and Writer's Workbench STEPS programs. Student must meet minimum competency requirements in writing and speaking to receive a grade of C or higher.

### Course Prerequisite

Composition I (ENG-105) and Composition II (ENG-106) constitute a two-semester program. During Composition I students develop fundamental skills and vocabulary necessary for successful completion of Composition II. Students cannot take Composition II until they have completed Composition I with a C (74%) or higher grade which indicates that they have met the competency requirements.

### Goals

Students will be able to:

- ✓ Understand and use appropriate course vocabulary (*refer to list*)
- ✓ See strategies appropriate for the argumentative mode of discourse
- ✓ Use valid reasoning in their own communications and identify the reasoning used in the communications of others, including the Toulmin model (claim, support, warrant) and inductive and deductive reasoning
- ✓ Avoid fallacies in communication and identify fallacies in the communications of others

Develop and use research skills to:

- Gather information using bibliography and note cards
- Evaluate information and make appropriate choices
- Prepare papers and speeches using the results of research
- Document work according to designated conventions
- ✓ Use the writing process to develop argumentative and persuasive essays
  - Identify the audience and purpose for the writing situation
  - Limit the subject and create a thesis
  - Develop and organize support appropriate for the thesis
  - Choose an appropriate method of development
  - Create an introduction, body, and conclusion
  - Revise for effective organization, content, and sentence structure
  - Edit and proofread for acceptable diction, mechanics, and usage
  - Use persuasive language effectively
  - Use valid reasoning
- ✓ Use Writer's Workbench word processing
  - Writer's Workbench analyses
  - Writer's Workbench STEPS programs

## Composition II Requirements

Students will:

- Write six - eight argumentative/persuasive papers or comparable assignments at least one of which requires research
- Complete all other course assignments given by the instructor, including tests, quizzes, readings, projects, exercises, worksheets, and formal or informal presentations

## Composition II Texts

Individual instructors may select from the following texts:

Eschholtz, Paul, Alfred Rosa, Virginia Clark. *Language Awareness*. 10<sup>th</sup> ed. New York: Bedford/St. Martin's, 2009.

Hacker, Diana. *The Writer's Reference*. 7<sup>th</sup> ed., New York: Bedford/St. Martin's, 2011.

Howard, Rebecca Moore. *Writing Matters*. McGraw-Hill, 2011.

Humes, Edward. *Garbology*. Avery Trade, 2013.

Moore, Wes. *The Other Wes Moore*. Turtleback Books, 2012.

Rottenberg, Annette. *The Element of Argument*. 9<sup>th</sup> ed. New York: Bedford: St. Martin's, 2009.

---, *Structure of Argument*. 7<sup>th</sup> ed. New York: Bedford/St. Martin's, 2012.

Trimble, John A. *Writing with Style*. 2<sup>nd</sup> ed. Prentice Hall, 2000.

The following are recommended college level dictionaries:

*The American Heritage Dictionary*. 4<sup>th</sup> ed.

*Webster's New Collegiate Dictionary*. 11<sup>th</sup> ed.

*Webster's New World College Dictionary*. 4<sup>th</sup> ed.

Students have the option to purchase WWB for their personal use

([www.writersworkbench.com](http://www.writersworkbench.com)) or see Sally Becker (BC-102, Phone: 422-4294).

# Course Vocabulary for Composition I

Mode of Discourse: Exposition

Writing Process

Prewriting

## Identifying

Audience and purpose

A sufficiently limited subject

An appropriate method of development

Cause and Effect

Classification

Comparison and Contrast

Definition

Division

The topics of the body paragraphs

Description

Examples

Narration

Process

## Planning

Introductory Paragraph

Attention-gaining material

Transition (if needed)

Thesis Sentence

Body Paragraphs

Topic sentence

Generalizations

Specific support for generalizations

Summary sentence

Conclusion Paragraph

Revised thesis sentence

Strong conclusion

## **Writing Revising and Editing**

Writer's Workbench STEPS program

Writer's Workbench Analyses

Writer's Workbench Video Series

## **Additional Course Vocabulary**

Students are expected to master this vocabulary in addition to the *Writing Process* vocabulary.

Parts of Speech

Types of Sentences

Types of Clauses

Types of Phrases

Verbs

Sentence Problems

Language

Punctuation

## **Course Vocabulary for Composition II**

Mode of Discourse: Argument/Persuasion

Argument

Audience

Citation

Connotation-Denotation

Deductive Reasoning

Definition

Documentation

Euphemism

Fallacies

Fact-Opinion

Inductive Reasoning

Inference

Language

- Abstract
- Concrete
- Picturesque

Paraphrase

Plagiarism

Quotation

Signal Phrasing

Sources

- Primary
- Secondary

Summary

Toulmin Model

- Claims
- Fact
- Value
- Policy
- Support
- Evidence
- Appeals to Motives & Values
- Warrant
- Authoritative
- Substantive
- Motivational

## **Public Speaking (SPC-112)**

### **Catalog Description**

Students will study the theory and practice of public speaking as an intellectual tool for use in argumentation and persuasion in a democratic society. This course prepares the student for a variety of speaking situations, both formal and informal, with an emphasis on speech preparation, organization, support, delivery, and audience analysis.

### **Goals**

Students will be able to:

- ✓ Plan, construct, and deliver oral presentations
- ✓ Recall and explain the types of speaking and how to use each type of speaking
- ✓ Apply the principles of organizing a message
- ✓ Use an organizational pattern that is clear and appropriate to the topic, audience, occasion, and purpose
- ✓ Choose and narrow a topic appropriately for the audience and occasion
- ✓ Develop an outline
- ✓ Use traditional and electronic research methods
- ✓ Recall and apply methods of organizing the body of the speech
- ✓ Communicate the main idea of a speech clearly and appropriately
- ✓ Provide appropriate supporting material
- ✓ Recall and apply the two elements of a speech conclusion
- ✓ Use language that is appropriate to the topic, audience, occasion, and purpose
- ✓ Use vocal variety in rate, pitch, and intensity to heighten and maintain interest
- ✓ Use pronunciation, grammar, and articulation that are appropriate to the topic, audience, occasion, and purpose
- ✓ Use physical behaviors that support the verbal message
- ✓ Critique the speeches of others
  
- ✓ Use the speaking process to:
  - Identify the audience and purpose for speaking situations
  - Create a sufficiently limited subject and thesis
  - Develop and organize support appropriate for the thesis
  - Choose an appropriate method of development
  - Create an introduction, body, and conclusion
  - Use acceptable diction, mechanics, and style
  - Speak clearly using appropriate rate, emphasis, volume, and pronunciation
  - Use appropriate delivery techniques including eye contact and body language
  - Use visual aids effectively

### **Public Speaking Requirements**

Students will:

- Prepare and perform approximately five – six speeches.
- Complete all other course assignments given by the instructor, including tests, quizzes, readings, projects, exercises, worksheets, and formal or informal presentations

## **Texts**

Individual instructors may select from the following texts:

### Course Handouts

Ford-Brown, Lisa A., *DK Guide to Public Speaking*. Boston: Allyn& Bacon, 2012. Print.

O'Hair, Dan, Hannah Rubenstein, and Rob Stewart. *A Pocket Guide to Public Speaking*. 3<sup>rd</sup> ed. New York: Bedford/St. Martin's, 2010.

Watson, Carol Adams. *The Speaking Process*. 4<sup>th</sup> ed. Pearson Custom Publishing, 2009.

The following are recommended college level dictionaries:

*The American Heritage Dictionary*. 4<sup>th</sup> ed.

*Webster's New Collegiate Dictionary*. 11<sup>th</sup> ed.

*Webster's New World College Dictionary*. 4<sup>th</sup> ed.

Students have the option to purchase WWB for their personal use

([www.writersworkbench.com](http://www.writersworkbench.com)) or see Sally Becker (BC-102, Phone: 422-4294).

## Interpersonal Communication (SPC-122)

### Catalog Description

Interpersonal Communication is the study of interaction between interdependent individuals with the focus on developing effective personal and professional communication skills. This course emphasizes a student's exploration of issues in relational development, verbal communication, nonverbal communication, listening, perception, semantics, cross-cultural communication, cross-gender communication, problem solving, and conflict resolution.

### Goals

Students will be able to:

- ✓ Develop an appreciation for the importance of effective interpersonal skills in their private and professional relationships
- ✓ Identify the elements of interpersonal communication: Sender, Receiver, Messages, Channel, Noise, and Context
- ✓ Recognize the components of Interpersonal Competence
- ✓ Become familiar with the concept of Intercultural Communication
- ✓ Improve listening skills
- ✓ Recognize and use effective verbal skills and avoid ineffective verbal skills
- ✓ Recognize and use effective nonverbal messages and avoid ineffective nonverbal skills
- ✓ Recognize and apply effective interpersonal strategies for problem solving and conflict resolution
- ✓ Identify the five types of Interpersonal Relationships
- ✓ Identify the five relational theories

### Interpersonal Communication Requirements

Students will:

- Prepare and perform approximately four - eight speeches.
- Complete all other course assignments given by the instructor, including tests, quizzes, readings, projects, exercises, worksheets, and formal or informal presentations

### Texts

Individual instructors may select from the following texts:

Course Handouts

DeVito, Joseph A., *Interpersonal Messages*, 3<sup>rd</sup> edition.

O'Hair, Dan, Hannah Rubenstein, and Rob Stewart. *A Pocket Guide to Public Speaking*. 3<sup>rd</sup> ed. New York: Bedford/St. Martin's, 2010.

Watson, Carol Adams. *The Speaking Process*. 4<sup>th</sup> ed. Pearson Custom Publishing, 2009.

The following are recommended college level dictionaries:

*The American Heritage Dictionary*. 4<sup>th</sup> ed.

*Webster's New Collegiate Dictionary*. 11<sup>th</sup> ed.

*Webster's New World College Dictionary*. 4<sup>th</sup> ed.

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([www.writersworkbench.com](http://www.writersworkbench.com)) or see Sally Becker (BC-102, Phone: 422-4294).

## Group Communication (SPC-132)

### Catalog Description

Group Communication provides principles and techniques of group discussion methods and procedures. This course guides the student through development of leadership and group skills through frequent communication experiences in varying group sizes and situations.

### Goals

Students will be able to:

- ✓ Recognize and use basic terms related to the study of group communication
- ✓ Demonstrate necessary skills for being an effective group member
- ✓ Conduct traditional and electronic research
- ✓ Critically evaluate group presentations
- ✓ Evaluate the performance of their group members
- ✓ Organize and deliver a group presentation
- ✓ Value the importance of working in groups
- ✓ Demonstrate the steps of group problem-solving

### Group Communication Requirements

Students will:

- Prepare and perform approximately four - six speeches/presentations
- Complete all other course assignments given by the instructor, including tests, quizzes, readings, projects, exercises, worksheets, and formal or informal presentations

### Texts

Individual instructors may select from the following texts:

Beebe, Steven, and John Masterson, *Communicating in Small Groups: Principles and Practices*, 10<sup>th</sup> ed. Boston: Allyn & Bacon, 2012.

O'Hair, Dan, Hannah Rubenstein, and Rob Stewart. *A Pocket Guide to Public Speaking*. 3<sup>rd</sup> ed. New York: Bedford/St. Martin's, 2010.

Watson, Carol Adams. *The Speaking Process*. 4<sup>th</sup> ed. Pearson Custom Publishing, 2009.

### Course Handouts

The following are recommended college level dictionaries:

*The American Heritage Dictionary*. 4<sup>th</sup> ed.

*Webster's New Collegiate Dictionary*. 11<sup>th</sup> ed.

*Webster's New World College Dictionary*. 4<sup>th</sup> ed.

Students have the option to purchase WWB for their personal use ([www.writersworkbench.com](http://www.writersworkbench.com)) or see Sally Becker (BC-102, Phone: 422-4294).

## Oral Interpretation (SPC-140)

### Catalog Description

Oral Interpretation involves the analysis, preparation, and oral presentation of prose, poetry and dramatic literature for public audiences as well as theoretical components of performance criticism.

### Goals

Students will be able to:

- ✓ Enhance appreciation of literature
- ✓ Analyze and interpret themes in prose, poetry, and dramatic literature
- ✓ Develop an awareness of sounds and rhythms in language
- ✓ Develop skills in vocal delivery and embodied performance
- ✓ Make choices about how to communicate meaning through performance
- ✓ Develop a deeper and more nuanced understanding and appreciation of literature as a conduit for sharing and communicating salient elements of the human experience
- ✓ Communicate through vocal and physical elements
- ✓ Develop critical listening skills
- ✓ Develop critical thinking and textual interoperation
- ✓ Learn techniques in textual analysis to identify aesthetic/emotional/logical elements of texts
- ✓ Develop personal communication style and forms of expression

### Oral Interpretation Requirements

Students will:

- Prepare and perform approximately four - eight speeches or presentations
- Complete all other course assignments given by the instructor, including tests, quizzes, readings, projects, exercises, worksheets, and formal or informal presentations

### Texts

Individual instructors may select from the following texts:

#### Course Handouts

O'Hair, Dan, Hannah Rubenstein, and Rob Stewart. *A Pocket Guide to Public Speaking*. 3<sup>rd</sup> ed. New York: Bedford/St. Martin's, 2010.

Watson, Carol Adams. *The Speaking Process*. 4<sup>th</sup> ed. Pearson Custom Publishing, 2009.

The following are recommended college level dictionaries:

*The American Heritage Dictionary*. 4<sup>th</sup> ed.

*Webster's New Collegiate Dictionary*. 11<sup>th</sup> ed.

*Webster's New World College Dictionary*. 4<sup>th</sup> ed.

Students have the option to purchase WWB for their personal use

([www.writersworkbench.com](http://www.writersworkbench.com)) or see Sally Becker (BC-102, Phone: 422-4294).

## Speech Vocabulary

analogy  
appreciative listening  
attending  
attention-getter  
audience  
authoritarian leader  
barriers  
body  
body language  
brainstorming  
central idea  
channel  
chronological  
citation  
cliché  
cognitive dissonance  
communication  
conclusion  
connotative meaning  
critical listening  
decoding  
democratic leader  
denotative meaning  
designated leader  
emblems  
emergent leader  
empathic listening  
emphatic  
encoding  
enunciation  
eulogy  
extemporaneous  
fallacies  
fear appeals  
feedback  
forming  
gestures  
implied leader  
impromptu  
informative listening  
introduction  
laissez-faire leader  
leader  
main points  
meaning  
message  
Monroe's Sequence  
noise  
nonverbal communication  
norming  
parallelism  
paraphrasing  
performing  
pitch  
primacy/recency  
primary source  
quotations  
rate  
reforming  
remembering  
scheme  
secondary source  
signposts  
small group  
social groups  
source  
spatial  
speaker  
specific purpose statement  
speech anxiety  
storming  
strategy  
subpoints  
support materials  
toast  
topical  
transitions  
tribute  
trope  
understanding  
visual imagery  
working groups



## General Policies

To assure all students have their best chance for success in these courses, instructors have adopted the following policies:

### ✓ **Evaluation Methods**

Instructors choose methods of evaluation appropriate for their approaches to the course content. Occasional tests or quizzes may or may not be announced. Instructors may or may not give midterm and/or final examinations.

### ✓ **Exit Competencies**

Students completing Composition courses will meet competency standards in writing. As demonstration of control over material, students in Composition I (ENG-105) must produce work that meets the **Goals for Writing and Speaking** listed under the goals of Composition I to receive a grade of *C* or higher.

As demonstration of control over material, students in Composition II (ENG-106) must produce work that meets the **Goals for Writing and Speaking** listed under the goals for Composition II to receive a grade of *C* or higher.

Instructors will evaluate competency with methods appropriate to their approaches to the course.

### ✓ **Attendance**

Daily class attendance is essential to student success. A student is never excused from class responsibilities regardless of reason for an absence. Absences may result in a request for the student to withdraw from the course.

### ✓ **Instructor Accessibility**

Each instructor will schedule, post, and maintain a minimum of five (5) office hours per week during which student-initiated conferences shall be given top priority.

### ✓ **Plagiarism Policy**

A student is considered intellectually dishonest when he/she illustrates one or more of the following:

- A student's in-class writing differs significantly from his or her outside writing in style, syntax, or quantity and type of errors
- One paper is noticeably different in fluency, style, or syntax from other/previous papers by that student
- A paper obviously uses sources which are not cited or which are improperly cited
- A paper is written at a level of understanding and insight beyond that which a student has typically exhibited in his or her work.
- A paper appears similar to or identical with one previously submitted by another student

When instructors find work that has been plagiarized, they will take measures which may include an *F* for the assignment and/or for the course. In addition, NIACC may take

disciplinary measures (See *NIACC Student Handbook in the NIACC catalog*). **THERE WILL BE CONSEQUENCES FOR INTELLECTUAL DISHONESTY.**

## **NIACC Student Handbook:**

If you have questions regarding issues such as grade appeals, grievance policies, academic probation, nondiscrimination policies, and NIACC's ADA Disability Statement, refer to the NIACC Student Handbook which can be accessed at <http://www.niacc.edu/student-life/>.

## **Accommodations:**

As a student in one of NIACC's education-related courses, if you have documented accommodations, your instructor should be notified by Student Services. If you are interested in receiving accommodations consideration, please see the Student Services Department as soon as possible so that the College may provide appropriate accommodation(s) for your academic success. Written verification of any disability is required.

## **Nondiscrimination Policy:**

North Iowa Area Community College is committed to the policy that all persons shall have access to its programs, facilities, and employment without discrimination based upon race, religion, color, creed, gender, gender identity, sexual orientation, national origin, marital status, age, disability (physical or mental), veteran status, or genetic information.

Any person having concerns with respect to rights under Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Americans with Disabilities Act of 1990, please contact Dr. Terri Ewers, Vice President for Student Services, in the Pierce Administration Building, Student Development Office, Room 104B, telephone 641-422-4106.

## **Division Chair Information:**

If you need to contact the instructor's division chairperson, you may contact Mr. Joe Davis in person (BC-233) or via email [davisjoe@niacc.edu](mailto:davisjoe@niacc.edu). Mr. Davis' office phone is 641-422-4121 (toll-free: 888-466-4222, Ext. 4121).

## **Electronic Behavior:**

- A. Cell phones will be put in the cell phone basket at the beginning of class and not used during class.
- B. Emergency Phone Calls – Cell phone may be retrieved and calls will be taken in the hallway.
- C. Laptops can be used only during workshop designed sessions.
- D. If electronic devices are misused during class, a student is considered absent.
- E. Class recording is only allowed with instructor approval one class meeting before recording is needed.
- F. No social media will be used this semester.



## Full-Time Communication Faculty

To call long distance, dial 1-888-GONIACC (422-4666) and enter the last four digits of the instructor's phone number for his/her extension.

<b><u>Faculty</u></b>	<b><u>Room</u></b>	<b><u>Phone</u></b>
Cameron, Diana E-mail: <a href="mailto:camerdia@niacc.edu">camerdia@niacc.edu</a>	BC-218	641-422-4126
Davis, Joe E-mail: <a href="mailto:davisjoe@niacc.edu">davisjoe@niacc.edu</a>	BC-233	641-422-4121
DeGabriele, Sethanne E-mail: <a href="mailto:degabset@niacc.edu">degabset@niacc.edu</a>	BC-217	641-422-4295
Fallis, Nancy E-mail: <a href="mailto:fallinan@niacc.edu">fallinan@niacc.edu</a>	BC-208	641-422-4268
McLane, Chad E-mail: <a href="mailto:mclancha@niacc.edu">mclancha@niacc.edu</a>	BC-217	641-422-4302
Messer, Mark E-mail: <a href="mailto:messemar@niacc.edu">messemar@niacc.edu</a>	BC-206	641-422-4306
Plunkett, Borden E-mail: <a href="mailto:plunkbor@niacc.edu">plunkbor@niacc.edu</a>	BC-205	641-422-4123
Regal, Karen E-mail: <a href="mailto:regalkar@niacc.edu">regalkar@niacc.edu</a>	BC-213	641-422-4158
Schwarz, Gerry E-mail: <a href="mailto:schwager@niacc.edu">schwager@niacc.edu</a>	BC-212	641-422-4324
Stoltenberg, Arlo E-mail: <a href="mailto:stoltarl@niacc.edu">stoltarl@niacc.edu</a>	BC-209	641-422-4124