

# **DE ANZA COLLEGE**

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**Speech Communication Department**

**Part-time Faculty Handbook**

**Fall 2007**

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## **Acknowledgments**

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Reviewed by.....

Thanks to Marilyn Patton for allowing us to use the English Department Part-Time Faculty Handbook as a template. Much of the content was compiled by Azin Arefi, Marilyn Patton, Laura Raffaelli

Illustrations by Linh Ngo

Thanks to Rajshree Nadimpalli for editorial contributions

Special thanks to Julie Sartwell, John Swensson, and Mary Washington for their assistance and support

The Speech Communication Department at De Anza College  
and Faculty Resources by Donna Stasio

Instructions for Recording Speeches by Matt Abrahams

## **Office Hours**

### **Where can I hold office hours?**

As a part-time instructor you will not have your own office. If you choose to hold office hours (which is recommended, since students do have questions and you should be available to them) there are a few options:

1. **SHARING:** Many of our Speech Communication instructors are willing to share their office space with part-time instructors. If you choose to do this make sure you coordinate your schedules so that your office hours are not overlapping. If they are comfortable with you having a key to their office, be sure to request one right away (see also Keys section). Also be sure to ask the instructor if you can have your own designated space, such as a shelf or a drawer, in the office for your materials.
2. **THE LISTENING AND SPEAKING LAB (LSL):** Some instructors hold their office hours in the LSL in ATC 304. The good thing about holding office hours there is that it will encourage your students to come and use the lab; plus, you will be available to help students other than your own who might need help. But then again you will be asked to help students other than your own when in fact you might not have time for it. The space is also a bit noisy and the students and you might get a bit distracted. Finally, you will not be able to store any of your material there and you will not have your own designated space, as it is open to all. But overall it is a good option.
3. **EMPTY CLASSROOMS:** John Fleming should have a list of open classrooms, as should Jane Swanson. You can request to hold office hours in one of those. Again, this will not give you a storage space, just a space to meet with students.
4. **ON-CAMPUS:** You can also coordinate meeting times and places with students on campus. These places might be too noisy and again, no storage, but they are a last resort. We do not recommend meeting with students off campus.

### **How do I get paid for holding office hours?**

When you receive your teaching contract for the quarter in the mail you should also receive a form called "Intent to Participate." Fill that out as soon as possible and turn it in to the division office so the Dean can sign it. There is a designated box for it in the division office. If for some reason you do not receive the form in

the mail, it is available in the division office along with other forms and information you might need.

## **Communications**

### **How do I get a campus phone?**

In the packet you receive for the quarter there is a form that helps you set up your campus voicemail. Please note that it is only a voicemail, not an actual phone where you will get a call. Let your students know that as well so they do not expect you to answer when they call. You will be assigned an extension and you will follow the instructions to set up a security code, which you will use to access your messages.

### **Do I get a campus mailbox?**

Yes. It is located in the center of campus in Administration Building, Room 111, along with the full-time mailboxes. Please check your mailbox regularly for pertinent information. Also, please refer to the student drop-off box (located next to mailroom door) in your greensheet/syllabus.

### **Can I get a De Anza Email account?**

Yes! Again, in your introductory packet from the division, there will be a form that helps you set up your email. You will be assigned an “ugly name” (your initials and random numbers: abc1234@fhda.edu) and a password. You can log in to your email at <http://www.mailreader.fhda.edu>. You can also choose to have your De Anza email forward to your regular email, one that you check more frequently. It is recommended that you only share your De Anza email with students, not your personal email.

### **Will De Anza host a webpage for me?**

Good news: yes. Bad news: De Anza will not set it up for you. However...De Anza College Staff and Organizational Development offers manila training workshops each quarter to assist faculty in setting up your webpages. Contact Mary Kay England for workshop dates. Information on setting up your webpage can also be found at <http://www.faculty.deanza.fhda.edu/support/>. It will answer many questions and walk you through the process. Check out some other faculty websites to get inspiration. Be sure to include your webpage address on your syllabus. And more importantly update your website. Several faculty members (including Donna Stasio) are willing to help you with your webpage as well, so take advantage of their help.

## Grades

### **What kinds of records do I need to keep?**

You can get an idea of what is expected of students from our official course outlines under assignments and methods of evaluating objectives and from sample green sheets. It is mostly up to you how much each criterion is worth. The most common criteria are: speeches, outlines, peer evaluations, journals, participation, attendance, midterms, finals, etc. When you turn in your grades at the end of the quarter to administration, you also need to supply administration with how you came up with each student's grade. Therefore you should keep detailed records on whatever you plan to base your grades on.

### **When are final grades due?**

Grades are usually due on the Wednesday after finals week. The due date appears at the top of your grade sheet. Be sure to turn in your grades by the due date!

### **Where do I turn in my grades?**

You should first make a copy of your grade sheet, and then turn in the original to the administration, at the faculty window. The faculty window is located in the student services building, directly across the hall from Student Disability Services.

### **What if I need to change a grade after I've turned in my grades?**

If you need to change a grade, you will ask at the faculty window for a "change of grade request" form. You simply fill it out and turn in it to your dean, who has to sign it and turn in one copy to administration and one copy back to you for your records.



### **How long should it take me to grade a student's speech?**

Grading is probably the task teachers complain about the most. It has to be done, so here are some tips to make sure you do not devote more time to it than necessary:

Effective, fair grading. Use a rubric! It will help you be objective and fair in your grading, and let students know exactly what you expect of them and what they need to improve on. It will also keep you from having to write the same comments repeatedly, thereby saving you precious minutes.

It is helpful to include rubrics in your syllabus (a packet of materials purchased by students from the bookstore). Students fill in their names and attach the rubric to their outline which is handed to you just before presenting their speeches. Fill in as much of the rubric as possible while listening to a student's speech. You get better at this with practice. You may want to write a brief statement highlighting what the speaker did particularly well and specific suggestions for improvement. See faculty resources listed in this handbook for help with assignments and rubrics.

### **What is a passing grade?**

The lowest grade a student can receive and still pass the course is a C (usually calculated at 70-75%). There are no C minuses.

### **Do I have to give a plus/minus grade?**

No. How you choose to grade and evaluate your students is up to you. And if you prefer to give them solid grades you can. However, the college as a whole has voted to implement plus/minus grading because the faculty voted in favor, judging that it is a more accurate assessment of the students' performance. No matter which kind of grading system you will use, you should describe it on your syllabus for your students' information.

For more information, see:

[http://faculty.deanza.edu/academicsenate/stories/storyReader\\$725](http://faculty.deanza.edu/academicsenate/stories/storyReader$725)

## **Campus Services**

### **Where can I make copies?**

**Whenever possible, include assignments, rubrics, handouts etc. in your syllabus/student packet to be purchased by students along with their texts at the beginning of the quarter. This will help to cut down on printing costs.**

The best place for making copies is De Anza Print Services, located on the highway 280-side of campus, behind the S buildings. **We highly recommend e-mailing your request electronically** to [daprint@fhda.edu](mailto:daprint@fhda.edu) to avoid sometimes long lines and the risk of paper jams (yikes!). Check out their site at:

<http://www.deanza.fhda.edu/faculty/services/printing.html>. You can also pick up a "Print Request" form there, fill it out, and leave your handouts and pick them up later. If you do want to make your own copies, the copier there has all the

amenities you could want! You will need to get the Speech Department copy code from your department chair or scheduler.

If you would like to make 1-10 copies you are welcome to use the copier in the division office. This copier does not have color paper, nor does it do fancy jobs, such as stapling and hole punching. It is meant for small and quick jobs.

If you would like to make more than 10 copies, you may use the copier in ADM 111, where the faculty mail boxes are. You will need the Speech Department code for this copier. This copier will do the fancy jobs, but there does not seem to be any color paper there.

### **How do I order books for my class?**

Way before you even thought you had to think about your next quarter, the department scheduler will send an e-message requesting your book order. Please be prompt in responding to these requests. Don't hesitate to ask your colleagues for advice in selecting texts.

### **Where and what should I eat?**

There are many great things about De Anza College; our cafeteria is not one of them. It is currently under construction and will be open in Fall 2007; it will have a salad bar (a bit expensive) and ready-made salads. Your best bet would be a wrap or a panini (vegetarian types available). Meanwhile, other places for snacks and a quick grab would be Le Café and the stands around the central campus.

Off-campus food is generally better. Close to De Anza you can find Whole Foods, Jamba Juice, Coffee Society, Baja Fresh, Rio Adobe, Subway, Togo's, Le Boulanger, Panera, Quizno's, Wahoo Tacos, Panda Express, as well as a few sit-down places if you have more time, such as Hobee's, Azuma's, Chili's, and Elephant Bar.

## **Load and Pay**

### **How is an Oral Communication class calculated in terms of load?**

All of the oral communication classes are considered 1/11 (one-eleventh) of a year's work, so they count as a decimal (0.0909) and a whole year's work is considered 1.000. A full-time load is considered to be eleven classes plus committee work, office hours, and other college business.

### **Am I only allowed to teach six classes per year?**

You are allowed to teach 0.600, which means you can teach six oral communication courses. You are allowed to teach up to .600 at any other community college.

### **What about summer school?**

Summer school teaching is completely independent of the load limits mentioned above. All of the allotment of summer school classes takes place during the first weeks of January, so if you are not teaching during Winter Quarter, you should contact the scheduler (Matt Abrahams right now) to make certain that you have a chance to teach summer school (if you want to). You are eligible to teach summer school if you were “employed for one or more quarters during each of the two preceding academic years” (See contract 26.1.3).

The rule is that if you didn't teach ANY classes the previous summer, you have priority over other part-timers. Some people in this situation get an offer of two classes, which is a lot to teach, since, with a session half the length of a quarter, it's the equivalent in time commitment of teaching FOUR classes. If you taught two classes the previous summer, you can ask for summer school classes, and generally there are plenty for all our faculty to teach summer school who wish to do so.

### **How many students will I have in each class?**

The minimum number of students is twenty (20). The maximum is thirty (30). A roster (class list) is placed in your campus mail box the first day of classes. An instruction sheet will be attached. Be sure to pick these up before going to class. Before the end of the first class period you can drop students who do not show up for class on the first day. If you have fewer than twenty, you can add students in attendance on your wait list. After adding students on the wait list, then you can add students who attend the first day who are not on your wait list but want to add. Notify the department chair if you have fewer than twenty (20) students at the end of the first class period.

### **How can I move up on the pay scale?**

You should check the contract, Appendix C. Every time you teach the equivalent of a full year, you move down a step (to a higher salary). When you add units of education past your M.A., you can advance over the columns. You have to provide documentation to Cynthia Smith. There is also a Longevity Step after you have been at the E step for twelve quarters.

## **Classrooms and Equipment**

### **Are there designated Speech Classrooms?**

Yes. Our department is fortunate to have our own designated Speech Classrooms. This isn't the case for most departments. All of our classrooms are equipped with DVD and camera equipment for video taping speeches. You may

also be fortunate enough to get a SMART classroom with document camera, laptop computer and projector for PowerPoint presentations. Many of our faculty bring in their own equipment or on occasion request equipment from tech services. Our scheduler tries to schedule you in the same classroom if you are teaching two classes back-to-back—although this isn't always possible.

**How do I get a computer/ projector/ CD player/ tape player/ or even a DVD player if I am in a classroom that doesn't have them?**

The answer to all of the above is that you need to email [techhelp@fhda.edu](mailto:techhelp@fhda.edu) or call **864-TECH**. You can bypass the message on that machine by hitting 0. Be certain to give them 24-hour's notice. They do not deliver. You have to pick up each piece of equipment.

One exception: They probably will deliver a DVD player, but most classrooms have them by now.

**How do I record speeches and use all the equipment in the smart classrooms?**

Instructions for recording speeches and using equipment are included in this handbook and are posted on the equipment in each classroom. If it is your first time using the equipment or if you are not sure how to use a piece of equipment, don't hesitate to ask a colleague. We are happy to help.

**Where can I get chalk, white-board pens, pens for writing on overhead transparencies, overhead transparencies, yellow pads, letterhead paper, envelopes, staples, notecards, and so on?**

All of these items are available in the Language Arts Division Office. The cupboards are labeled. You are supposed to find the items you need yourself.



**What can I do if the classroom is simply unacceptable?**

This is generally not a problem. However, occasionally we will get a lab classroom or lecture hall that just doesn't work for giving speeches or doing group work. You can ask Jane Swanson, whose office is in the Administration Building, in the back on the left, for a better room. You may also telephone her at 864-8934. Let your scheduler know before requesting any changes.

### **How can I get the technical equipment in my classroom fixed?**

Contact your department chair or scheduler first to report any problems with equipment. You may be asked to email [techhelp@fhda.edu](mailto:techhelp@fhda.edu) or call 864-TECH to tell them about the problem. If you are having an emergency, talk to a real person (“0”) and use the words “classroom emergency.”

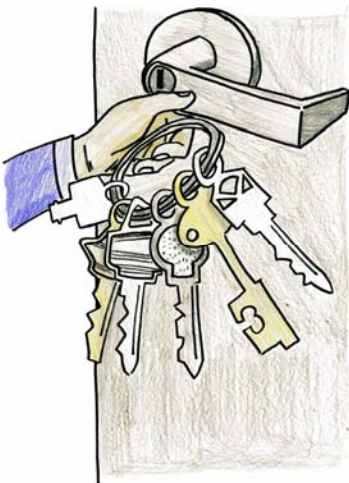
### **What is the campus etiquette about the minutes between classes? How soon can I get in? When must I leave?**

If there is a ten-minute window between classes, try to split the difference. Don't try to move in until five minutes before your class starts. Try to clear out (and have the white or blackboards erased) by five minutes after your class ends. If you only have a five minute window, again try to split the difference and give yourself two minutes to set up and two minutes to clean up.

### **Must I leave the classroom in the even rows that denote a top-down lecture-style class?**

The best idea is to mention this issue to the teacher after your class. If she or he is fussy, then try to help her or him out. You can ask your students to help you out before they leave or often the incoming students will help you to arrange the chairs in the manner desired by that teacher. This will not be your biggest problem, so try to let it roll off your back.

## **Keys**



### **What keys will I need?**

An FOB key is an electronic key that can be programmed to open several doors.

A D 44 key is large and opens various classrooms in the L Quad. It is also used for the mailroom.

A 44 key is average size (looks like a regular house key) and opens other various classrooms.

### **How do I get keys?**

AFTER YOU ARE IN THE SYSTEM (having met with Cynthia Smith), you are able to get keys.

There is a Key Request Procedure book in the room right past John Fleming's office on the right as you enter the Language Arts Division Office. To order keys, it is best to do so in that office, on the computers which are on both sides of the Procedure Book. Follow the instructions there. You should get a 44 key, a D44

key, and a Division Office FOB key at the minimum. Try to get a key that will open the staff restrooms, too.

As soon as you get your keys... Try them on your rooms!

### **Is it important to lock my classroom when I leave?**

Yes. It would be your fault if any equipment were damaged or stolen if you left the room open. **Please notify your department chair if you find a cabinet left unlocked, equipment not properly secured, or a door left unlocked.**

### **What happens if I lose my keys or have not received them yet?**

Call Security at 864-5555 ahead of time (at the very least one hour) to open the classroom door for you. You can request to have them continue opening the door until your keys are delivered to your faculty mailbox.

## **Getting Help in Desperate Times**

### **Where can I go for help in dealing with student/ classroom issues?**

- If your problem is directly related to teaching Speech classes (or even classroom control), you can ask Donna Stasio (864-8882) or Matt Abrahams (864-8534) or another teacher whom you trust.
- Our Dean, Lydia Hearn, is a terrific help. She is a dean with a huge division, however, (larger than many colleges), so only ask her for help if you can't think of another resource. Her phone number is 864-8546. You may want to ask for a personal appointment – ask either Mary Washington or Susan Edman in the Division Office (864-8547).
- If you need help with teaching techniques in general, Marcos Cicerone in Staff Development is terrific (864-8366).
- You may possibly have issues that seem more psychological than curriculum-oriented. In that case, you may possibly want to talk to one of the three licensed counselors in counseling: Judy Coleman (864-8630), Randy Lomax (864-8643), or Laurel Torres (864-8781).

### **Where can I get support when having to teach a course that I haven't taught before?**

- The first step is to read thoroughly the course outline!!! These are included in this handbook and will be made available on-line soon! Know it well and follow it – it constitutes a contract between you and the District.
- The second step is to look at one of the large binders near the Dean's office in the Language Arts Division. Page through all of the greensheets/syllabi for the course which you are going to teach and find (and Xerox) those you like. Please return the originals to the binder. Then you will want to talk to those teachers and visit their classes.
- Look through the books for that course on the shelves of the bookstore. The textbook personnel have lists of the publisher representatives or websites where you can go to ask for desk copies.
- Figure out your own passions and how you can use some of those passions in your teaching.
- Work out a syllabus which incorporates parts of the course outlines. Sample green sheets/syllabi are available in binders in the Division Office. (See also Resources People section for contacts).



### **What should I do if I'm too sick to teach?**

If your class starts after 8:00 am, you can call the L.A. Division Office (**864-8547**) and tell them about your situation. They will post a notice on your classroom so students will know. If your class is earlier than those hours, you will need to call the Police/ Security (**864-8555**) to ask them to post a notice on your classroom

door. After 5:30, if you suddenly get sick, you should call the Evening Office, 864-5532.

### **What should I do if I'm going to be late for class?**

At the beginning of the quarter, you should request that students stay for fifteen minutes and explain that emergencies happen. If you are going to be more than ten minutes late, the people in the L.A. Division Office will often be willing to walk over to your class and explain the situation to your students. If you can get the cell phone number of a couple of students, you might possibly be able to reach one of them and ask that person to ask the class to wait.

### **What if an emergency happens in my classroom or during an office hour?**

If you have a medical emergency in the classroom, call Campus Security at 864-8911 (8911 from a classroom phone). Campus Security is hooked into the local emergency system and will be able to get help to you more quickly than if you call off-campus. In addition, if you call regular 911, you may be liable for the costs of the ambulance.

For other types of emergencies, call **5555** from the classroom phone or **864-5555** from a cell phone.

Some situations, such as a threatened suicide, may require that you walk with the person to the Health Center or Counseling (see below). Breathe.

### **What if a student has more problems than I am able to deal with?**

For some students, it is appropriate to tell them about the related resource (nurse in Health Services, counselor upstairs in the Student Services Building, or EDC specialist in EDC which right now is in LC West). However, there are some students who need even more assistance. It may be appropriate to walk with them after class or even to take a break from the class, in order to be certain they reach the needed destination. You can, for example, go with a student to the Health Center and explain the issue or to the Educational Diagnostic Center or even walk up to Counseling and ask for emergency help. (See the list of counselors on page 15).

### **What about meetings? Should I attend?**

Speech Department meetings happen about once a month. They are excellent places to get to know your colleagues. The department chair will announce the agenda in advance so you can decide about participation.

### **What is a TBA hour?**

Please include the following verbiage at the top of your green sheets:

“One additional hour to be arranged working in Cross Cultural Partners and/or use of the Listening and Speaking Laboratory.”

### **Where can my students get help for their speeches?**

In addition to the resources in your class and working with students during your office hour and via e-mail, there is a Listening and Speaking Lab (<http://www.deanza.fhda.edu/lsl/>) in ATC 304. Students can drop in for assistance or take 1/2 unit classes and sign up for free workshops to improve speaking and listening, pronunciation, and conversation skills. Speech students can also get credit from their instructors for practicing and recording presentations in the lab and are encouraged to ask for assistance with their assignments from LSL staff members and student tutors.

### **Is there a Speech and Debate Club on campus?**

Yes. Students can practice parliamentary debate as well as individual speaking events in a fun, relaxed atmosphere. Contact Alex Kramer [krameralex@fhda.edu](mailto:krameralex@fhda.edu) and visit our speech and debate webpage <http://group.deanza.edu/speech/speechdebate> to learn more about our Speech and debate program.

### **How else can I participate in Speech Department events?**

You will be notified of almost all special events. You can also check our “News and Events” webpage <http://group.deanza.edu/speech/newsevents> for upcoming events. Almost all events are mentioned on the department webpage listserv.

### **Will I get paid for attending meetings and participating in Speech Department events?**

No. Sorry!

### **How can I learn more about the Speech Communication Department?**

Take a colleague out to coffee. Also check out our department website <http://group.deanza.edu/speech/>.

## Faculty Resources

Name	Email	Phone Number	Willing to Help with...
Donna Stasio	<a href="mailto:stasiodonna@fhda.edu">stasiodonna@fhda.edu</a>	408-864-8882	Faculty webpage creation/Faculty mentoring/ Faculty Professional Development/Using classroom equipment/Student mentoring Speech Majors/Syllabus, Assignments & Rubrics for Speech 1
Edwina Stoll	<a href="mailto:stolledwina@fhda.edu">stolledwina@fhda.edu</a>	408-864-8579	Learning in Communities/Collaborative learning strategies/Syllabus, Assignments & Rubrics for Speech 10
Elaine Lee	<a href="mailto:leeelaine@fhda.edu">leeelaine@fhda.edu</a>	408-864-8580	Techniques for lively teaching/Syllabus, Assignments & Rubrics for Speech 10
Kim Pearce	<a href="mailto:pearcekim@fhda.edu">pearcekim@fhda.edu</a>	408-864-8802	Syllabus, Assignments & Rubrics for Speech 1
Matt Abrahams	<a href="mailto:abrahamsmatt@fhda.edu">abrahamsmatt@fhda.edu</a>	408-864-8534	Scheduling, Text selection/Using classroom equipment/Syllabus, Assignments & Rubrics for Speech 10,15,16
Alex Kramer	<a href="mailto:krameralex@fhda.edu">krameralex@fhda.edu</a>	408-864-8883	Faculty Association/Speech and Debate/ Syllabus, Assignments & rubrics for Speech 8,9,15
		408-864-	Instructional strategies for second language learners.

## Other Contacts/Resources

Service	Contacts & Phone Numbers
Security/Emergencies	864-5555
Cynthia Smith Personnel	864-
Licensed Counselors	Judy Coleman (864-8630), Randy Lomax (864-8643), or Laurel Torres (864-8781)
Language Arts Counselors	Renee McGinley 864-5865 Adrienne Pierre-Charles, 864-8784, PierreAdrienne@fhda.edu
Division Dean	Lydia Hearn, Office 864-8547
Department Chairs	Donna Stasio (864-8882) and Matt Abrahams (864-)
Division Office	864-8547 (Susan Edman, Mary Washington)
Tech Help	<a href="mailto:techhelp@fhda.edu">techhelp@fhda.edu</a> or call 864-TECH.
Staff Development	Marcos Cicerone 864-8366
Getting a Manila Website	Drake Lewis, <a href="mailto:lewisdrake@fhda.edu">lewisdrake@fhda.edu</a>

## Instructions for Recording Speeches

The recording of speeches is very easy. We now have the ability to record to videotape as well as DVD (read DVD portion below for specific caveats and issues). Please follow the steps below to insure efficient and effective speech recordings.

### Getting Started (All steps must be followed)

1. *Turn on Recording Machine.* Using the white remote control, turn on the recording machine by depressing the RED power button in the upper left hand corner of the remote.

#### *Select Recording Media Type*

-If you will be recoding to VHS videotape, then depress the VCR button.

-If you will be recording to DVD, then depress the DVD button.

2. *Turn on Monitor.* Find the vertical power button on the left hand side of the monitor in the cabinet and power it up.
3. *Turn on Camera.* Using the black remote control, turn on the camera by depressing the GREEN power button on the remote while pointing the remote directly at the camera.

Three things will occur when the camera first powers up: (1) the camera will turn to the side and then back to center, (2) a small green light on the lower portion of the camera will illuminate (a red light on the lower right signals the camera is off), and the monitor in the cabinet should display the image seen by the camera.

4. *Establish Recording Area.* Using the black remote control's PAN and TILT buttons, set up the recording shot you desire. The camera is set to auto focus, so once you establish your recording area, you need not adjust anything else.

\*\*Powering down the entire system when you are finished simply requires you to depress the same buttons mentioned above in #1-3.

### Recording to VHS videotape

1. On the white remote control, be sure to depress the VCR button.
2. Insert VHS videotape.
3. To begin recording, depress the RED OTR (one touch recording) button located mid-way down on the left side of the white remote.

-You will see the initials "SP" appear briefly at the bottom of the monitor's screen to signify the tape speed at which you are recording. Along with the incrementing of the tape counter in the recording machine's display area, these initials inform you that you are in fact recording.

4. To stop recording, depress the STOP button on the white remote.

#### Recording to DVD (read DVD portion below for specific caveats and issues)

1. On the white remote control, be sure to depress the DVD button.
2. Insert DVD (*make sure to confirm it is a DVD-RW*). If this is the first time the DVD has ever been used, you will need to wait for a little bit while the system formats the DVD. You will see a format "thermometer" on the monitor's screen.
3. To begin recording, depress the RED OTR (one touch recording) button located mid-way down on the left side of the white remote.

-You will see a small red dot appear briefly at the bottom of the monitor's screen. Along with the incrementing of the DVD counter in the recording machine's display area, this dot informs you that you are in fact recording.

4. To stop recording, depress the STOP button on the white remote. The system will take time to write the information to the DVD. You will see a write "thermometer" on the monitor's screen.
5. \*If you choose to Finalize your DVDs (see discussion below), you will need to go through the following steps. Finalization can occur later even after the DVD has been removed and put back into the recording machine at a later time.

-Using the white remote control, depress the SETUP button.

-Select DISC using the scroll arrows and then depress ENTER.

-Select FINALIZE using the scroll arrows and then depress ENTER.

-If asked about "VR mode," select Disc Protect Off=>On using the scroll arrows and then depress ENTER.

#### Best Practices:

- Always record speeches with the classroom door closed and the lights on.
- Be sure the presenter(s) stand(s) directly under the microphone in the ceiling.
- Prior to recording the first speaker, use a videotape and perform a 20 second test recording (be sure to turn up the monitor's volume when reviewing this test taping to confirm audio is being recorded).

- To eliminate noisy feedback have the volume on the monitor inside the locked cabinet turned down during recording.
- Be sure to turn all equipment off (especially the camera).
- Secure the lock on the cabinet when you are done.
- Make sure ALL remote controls are returned to their proper place.

### DVD Caveats and Issues

DVDs are very effective, efficient and widely available storage devices. As VHS videotapes become more archaic, DVDs will become even more prevalent. However, there are a few issues which need to be noted when considering using DVDs to record speeches in our classes. These issues result from the specifics of the technology as well as the point in time we find ourselves in the DVD technology and usage curve. *Unless you have extra time and a level of comfort for DVD technology, I advise against recording to DVD.*

- Four main types of DVDs exist (think back to VHS vs. Beta videotapes). All of these types are readily available wherever DVDs are sold.

The recording machines we purchased require DVD –RW or DVD –R (RW stands for “Read, Write”). The former allows for multiple recordings to be added sequentially onto the DVD, which mimics the way videotapes work where you add one speech after another. The latter allows for only one-time recordings; that is, no back-to-back speeches. For this reason, I recommend requiring students only purchase and use DVD –RW.

The other types of DVD formats are DVD +RW and DVD +R. Neither of these will work in our recording devices.

- Recording to DVD takes longer than videotape. This is because of the digitizing required to “burn” data to a DVD: A new DVD placed into a machine must be formatted. Once data (i.e., a student speech) has been recorded, a separate writing phase occurs where the information is actually placed on the DVD.
- Since different companies have different means of encoding data to DVD, every DVD that will be viewed on a different machine than the one that recorded it must undergo a process called finalizing. Finalizing can be done at any time after recording; that is, after all speakers have presented, but it *must* occur for students to be able to watch their DVDs. Finalization can take a long time. If your students are using DVD –RWs, then even after finalization, they will be able to record another speech immediately following their first. However, you will need to finalize the DVD again after their subsequent speech.

If you intend to have students watch their presentations on the machine on

which you recorded them, then you can skip finalizing.

- If you have ever watched a DVD movie, you know that DVD content is divided into sub-units called chapters. This is true for our recording machines. However, the chapters are not based on content (that is, a speech does *not* equal one chapter). Instead, chapters are based on 5-minute blocks of time. This means that students' speeches may span chapters or, if the speeches are short, have multiple speeches in one chapter.

