Course Prefix/Number/Title: **Fundamentals of Public Speaking – COMM 110**

Number of Credits: 3

Course Description: The theory and practice of public speaking with emphasis on content, organization, language, delivery and critical evaluation of messages.

Pre-/Co-requisites: None

Course Objectives:
1. Develop and sharpen listening skills.

   (Meets General Education Competency/Goal 4: Communicates effectively, Learning Outcome 5: Demonstrates effective oral communication skills)

2. Gain confidence in a variety of speaking situations.

   (Meets General Education Competency/Goal 4: Communicates effectively, Learning Outcome 5: Demonstrates effective oral communication skills)

3. Prepare and deliver effective speeches.

   (Meets General Education Competency/Goal 4: Communicates effectively, Learning Outcome 5: Demonstrates effective oral communication skills)

4. Communicate effectively in small group situations.

   (Meets General Education Competency/Goal 4: Communicates effectively, Learning Outcome 5: Demonstrates effective oral communication skills)

Instructor: Leslie Stevens, MA

Office: Thatcher Hall 2232

Office Hours: By Email or Appointment ONLY

Phone: 701-228-5613

Email: leslie.stevens@dakotacollege.edu

Schedule: Monday, Wednesday, Friday @ 9:23 am

Textbook(s): Gregory, Hamilton. Public Speaking for College and Career.
12th ed. (2018) Boston: McGraw-Hill

Course Requirements: Course requirements consist of in class discussion, assignments, delivery of speeches, peer evaluations.

Speeches Include:

Introductory Speech (1)	25 points
Narrative Speech (2)	25 points
Brown Bag Speech (3)	25 points
Informative Speech (4)	100 points
Demonstration Speech (5)	100 points
Persuasive Speech (6)	150 points
Historical Presentation (7)	25 points
Impromptu Speech (8)	25 points
In Class Assignments	150 points
Peer Evaluations on graded speeches	75 points
Total:	700 points

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Introductory Speech - The introductory speech is a 90 second speech of self-introduction. The purpose of this speech is to "break the ice" with the audience. Begin the speech by introducing yourself (name, hometown, favorite subject/activity and your future plans – college, work, etc.). You develop the body of your speech to include a brief representation of who you are. You are trying to define who you are in a brief time, so discuss a quick event or situation that made you who you are.

Narrative Speech - A 1 to 2 minute narrative speech to tell a story. You can choose a personal event or something you witnessed to be the narrative or story you will deliver. This speech should include a clear opening, middle and conclusion. An important part of this speech is the signal or transition that one of these sections is beginning.

Brown Bag Speech - The 2 to 3 minute brown bag speech is designed to share your life with the audience. Like an introductory speech, this speech allows you to be more personal in your approach. You will select three items to put in your "bag". First item should describe your past, the second your present and the third your future. The items should hold a personal connection to you and be easily displayed.

Informative, Visual Aid/Demonstration, Persuasive and Impromptu Speech details will be given in class.

Tentative Course Outline:

Instructor will supply a schedule at the beginning of each month of the semester.

General Education Competency/Learning Outcomes:

Demonstrates effective oral communication skills
1. Produces original content
2. Adapts to a variety of speaking and listening situations
3. Uses volume, eye contact, rate of pronunciation, articulation, and gesticulation effectively
4. Uses listening skills to critique, evaluate, and/or assess oral communication

Relationship to Campus Focus:
Introduction to Public Speaking emphasizes one of the more important aspects of human nature, which is communication. Speech will utlilize group support, individual creativity, and technical skills in research and presentation to help a student to move beyond his/her present ability to communicate.

Classroom Policies:
Students are to turn off cell phones and computers and refrain from texting during lectures and speeches. Laptops/ tablets can be used to take notes.

Absences and Assignment Due Dates:
If a student must miss class, he/she must contact the instructor within 24 hours of the class period if they plan to make up work. Late assignments will be docked 5 points per day late. This is the policy for all assignments in all circumstances.

Speech Day:
I will create a schedule for speeches. If you miss your speech day, you will be allowed to make it up only if you contact me within 24 hours of the class period missed. I will allow one make-up speech per semester.

Speech is a class where attendance is of utmost importance. The above policies will stand and there are no exceptions.

This is a speech class - your role as an audience member is very important. If you have your cell phone or computer out and are texting or surfing during a classmate's speech you will be asked to leave the class.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is tentative and is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Student Email Policy:
Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:
According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even

when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Plagiarism will not be tolerated in this course. Students found plagiarizing material will receive a "0" for the assignment.

Disabilities or Special Needs:
Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:
Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:
Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	- Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. - Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. - In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	- Determine if the use of generative AI could enhance student learning in any assignment of project. - Clearly indicate in all course syllabi if generative AI is allowable for any academic work. - If allowable, give specific parameters for how and when generative AI may be used. - If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the

	student. If violation is still suspected, inform the appropriate semester coordinator/program director.