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:
To help students:

     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:

Keri J. Keith

Office:

Thatcher Hall 205

Office Hours:

MWF: 2-2:50 pm
T/R: 1-2:00 pm
Phone:

701-228-5624

Email:

keri.keith@dakotacollege.edu

Lecture/Lab Schedule:

TH 2211

Textbook(s):

Exploring Public Speaking: The Open Educational Resource College Public Speaking Textbook. Version 4.1 (2020)

https://www.exploringpublicspeaking.com/download

https://static1.squarespace.com/static/5d3675db5281d70001067e60/t/5f2ccedfcc46b01da8e56ef4/1596772071747/Exploring+Public+Speaking+4_0_1.pdf

Course Requirements:

Course requirements consist of class discussion, assignments, delivery of speeches, peer reviews.

Speeches Include:

Introductory Speech	**25 points**
Narrative Speech	**25 points**
Brown Bag Speech	**25 points**
Informative Speech	**100 points**
Visual Aid Speech or	**100 points**
Demonstration Speech	
Persuasive Speech	**150 points**
Impromptu Speeches	**25 points**
In class Assignments	**80 points**
Peer Evaluation Sheets on graded speeches	**75 points**

Total:	**605 points**

Grading Scale

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

Course Outline

Wednesday Jan 15	Introduction & Course Syllabus
Friday Jan 17	Introduction Speeches (60-90 sec)
Monday Jan 20	No School – MLK Day
Wednesday Jan 22	Chapter 1
Friday Jan 24	Chapter 2
Monday Jan 27	Narrative Speech 2-3 minutes
Wednesday Jan 29	Finish Chapter 2
Friday Jan 31	Begin Chapter 3
Monday Feb 3	Chapter 3 In-class Assignment - What makes you nervous? 10 pts
Wednesday Feb 5	Chapter 4
Friday Feb 7	Chapter 5
Monday Feb 10	Brown Bag Speech - 2-3 minutes
Wednesday Feb 12	Chapters 6-7
Friday Feb 14	Chapter 8-10
Monday Feb 17	No Class – Presidents Day Chapter 11 – Post Informative Assignment
Wednesday Feb 19	Chapter 12 Outlining Assign Informative Speeches (3-5 minutes)
Friday Feb 21	Review Outlining Video Examples)
Monday Feb 24	Informative Speeches (3-5 minutes)
Wednesday Feb 26	Informative Speeches (3-5 minutes)
Friday Feb 28	Informative Speeches (3-5 minutes)
Monday March 3	Informative Speeches (3-5 minutes)
Wednesday March 5	Chapter 9 Blackboard Lecture–
Friday March 7	Assign Visual Aid or Demonstration Speech – Keri Gone – Details on BlackBoard
Monday Mar 10	Spring Break
Wednesday Mar 12	Spring Break
Friday Mar 14	Spring Break

Monday Mar 17	Review Outlining and citing sources – Visual Aid/Demo Speech discussion
Wednesday Mar 19	Video Samples for Visual Aid/Demo Speech
Friday Mar 21	Class time to meet with Keri for Demo Speech prep or outline assistance
Monday Mar 24	Visual Aid Speeches or Demonstration Speeches (4-6 Minutes)
Wednesday Mar 26	Visual Aid Speeches or Demonstration Speeches (4-6 Minutes)
Friday Mar 28	Visual Aid Speeches or Demonstration Speeches (4-6 Minutes)
Monday Mar 31	Visual Aid Speeches or Demonstration Speeches (4-6 minutes)
Wednesday April 2	Visual Aid Speeches or Demonstration Speeches (4-6 minutes)
Friday April 4	Chapter 13 Assign Persuasive Speech – What is persuasive to you? 20 points
Monday April 7	Review Outlining - Persuasive Speech
Wednesday April 9	Chapter 14
Friday April 11	Video of Persuasive Sample Speeches
Monday April 14	Persuasive Speeches (7-9 minutes)
Wednesday April 16	Persuasive Speeches (7-9 minutes)
Friday April 18	No Class – Holiday Break
Monday April 21	No Class – Holiday Break
Wednesday April 23	Persuasive Speeches (7-9 minutes)
Friday April 25	Persuasive Speeches (7-9 minutes)
Monday April 28	Persuasive Speeches (7-9 minutes)
Wednesday April 30	Persuasive Speeches (7-9 minutes)
Friday May 2	Chapter 15
Monday May 5	Prepare for Impromptu Speeches
Wednesday May 7	Impromptu Speeches - 1 minute - no preparation! Evaluate yourself - due by end of day!
Friday May 9	Final day - wrap up – final grades

General Education Competency/Learning Outcome(s):

Learning Outcome 5: Demonstrates effective oral communication skills

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

Relationship to Campus Focus:
A focus on awareness of our impact in the world and on our environment. Discussion of utilizing new technologies to communicate and share information with small and mass groups of people. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

Classroom Policies:

Absences and Assignment Due Dates: Late assignments will be docked 10% per day late and are eligible for points up to one week late. This is the policy for all assignments in all circumstances.

Speech Day: I will create a schedule for speeches and evaluations. 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. Late speeches are docked 50%. You will make up your speech during the next class period where time allows you to speak at the end of all other scheduled activities. If you are on the schedule to speak, it is important that you attend class. If you miss one of your evaluation days, you will lose those points as if you are not there to complete the evaluation, you can not earn the points.

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 classmates speech you will be asked to leave the class.

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

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 a living document that 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.

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.