



**Course Prefix/Number/Title**

COMM 110 Fundamentals of Public Speaking

**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 meet the course objectives, to find and use all the available means of persuasion for public speaking situations in college, career, and community, students in this class will study the topics below.

Learn to reduce speech anxiety

Develop listening skills

Analyze audiences

Make use of ethics in public speaking

Invent and develop speech topics

Research to find sources

Analyze relationship between structure and organization of messages

Support ideas presented in public speaking

Utilize Introductions and conclusions

Demonstrate critical evaluation of messages

Utilize visuals to use for supporting ideas

Choose language to deliver speeches more effectively

Understand delivery techniques for the speech after it is researched, organized, and written



Compare speeches to inform and speeches to persuade

Contrast inductive and deductive reasoning

Appraise logical fallacies

Name genres of special speaking occasions

**Instructor:**

Gary Albrightson

**Office**

Thatcher 2207

**Office Hours**

10:00 AM Tuesday and Thursday

12:00 PM Monday and Friday

4:00 PM Friday

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**Lecture/Lab Schedule**

This course meets by IVN and in person

**Textbooks**

Tucker, Barbara G. *Exploring Public Speaking: The Free Dalton State College Public Speaking Textbook*, 3rd edition, Open Educational Resource, a link is available on the class

Blackboard page

**Course Requirements**

Students meet the requirements for this class by completing the assignments on the table below.



	Total	Preparation	Final text and delivery	Peer Evaluation
Self-introduction	100	30	40	30
Opposing views	150	40	60	50
Justifying an evaluation	150	40	60	50
Urging action	150	40	60	50
Influencing thinking	200	50	90	60
Encomium	100		100	
Final critical evaluation of a message	150	50	100	
Total	1000			

### **Tentative Course Outline**

“Tech check” speech

Speech of self-introduction

Speech presenting opposing views

Midterm critical evaluation of a message

Speech justifying an evaluation

Speech influencing thinking

Final examination: critical evaluation of a message

### **General Education Goals/Objectives**

#### **Competency 4: Communicates effectively**

- Learning Outcome 3: Demonstrates effective oral communication skills

**Relationship to Campus Theme:**

The quotation below, attributed to Dr. C.N. Nelson, is published in the atrium of the Nelson Science Center here on the DCB campus.

Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In his concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. Both the biosphere, nature, and the technosphere, technology, offer potential but also place limits on human action. In addition to the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes “language” and “reason” as part of its definition. Beyond – the third concept in the DCB focus on nature, technology, and beyond – contains incentives and goads to action, law and religion being two well-known examples among very many more. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students begin learning to use the resources of language for more than transmitting information. DCB students learn to use language and explore its potential to reconcile the technosphere with the biosphere.

**Classroom Policies:**

In this class students will be asked to

use email or Blackboard course messages as assigned to respond to discussion topics,

submit all the prewriting exercises and outlines of essays,

revise writing assignments to meet minimal competencies and beyond on essays chosen by students from among options the course offers,

Submit work on time: late work is assessed penalties.

Submissions for assignments must be an upload in Word.doc or .docx, no credit for submissions posted otherwise

Work submitted to this class should be written for this class this semester. Submitting work that earned credit in other classes is a type of plagiarism that earns a failing grade.

**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 Policy Guidelines**

### **Student Responsibilities**

- 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 Responsibilities

- Determine if the use of generative AI could enhance student learning in any assignment or 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.