



**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:** Leslie Stevens

**Office:** Thatcher Hall 2232 – Foundation Office

**Office Hours:** By Email or Appointment ONLY

**Phone:** 701-228-5613 Office

**Email:** [leslie.stevens@dakotacollege.edu](mailto:leslie.stevens@dakotacollege.edu)

**Lecture Schedule:** Thatcher Hall  
Monday, Wednesday, Friday

**Textbook(s):** Gregory, Hamilton. *Public Speaking for College and Career*.  
12<sup>th</sup> 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
Visual Aid Speech or 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
<u>Peer Evaluation Sheets on graded speeches</u>	<u>75 points</u>
<b>Total:</b>	<b>700 points</b>

## 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:**

<b>Week 1</b>	Introduction & Course Syllabus Chapter 1, 2 & 3 In class - Listening self-test What makes you nervous assignment
<b>Week 2</b>	Introduction Speeches (60-90 sec) Discuss the Nervousness assignment Chapter 14 – Delivering the Speech Discuss Narrative Speeches
<b>Week 3</b>	Narrative Speeches (1-2 min) Chapters 6 & 7 Brainstorming assignment due
<b>Week 4</b>	Chapter 8 & 10 Assign Brown Bag Speeches – go over details. Sept 18 - Start Brown Bag Speeches (2-3 min)
<b>Week 5</b>	Finish Brown Bag Speeches (2-3 min) Chapter 11 - Introductions & Conclusions Chapter 13 – Wording the Speech Chapter 12 – Outlining Outlining Assignment & Expectations
<b>Week 6</b>	Review Outlining from Chapter 12 Chapter 15 – Speaking to Inform, Video Examples Discuss Peer Evaluations In Class Evaluation Assignment with video examples
<b>Week 7</b>	Informative Speeches (3-5 minutes)
<b>Week 8</b>	Finish Informative Speeches (3-5 minutes) Chapter 19 - Group Dynamics/Panel Discussions
<b>Week 9</b>	Return Informative Speeches – Review Peer Evals Chapter 9 – Presentation Aids Assign Visual Aid or Demonstration Speech Q & A – In Class Prep
<b>Week 10</b>	Visual Aid or Demonstration Speeches (4-6 Minutes)
<b>Week 11</b>	Visual Aid or Demonstration Speeches (4-6 Minutes)

<b>Week 12</b>	Ch 16 and 17 – Persuasive Speaking & Strategies Video of Persuasive Sample Speeches Assignment - What is persuasive to you? Assign Persuasive Speeches Class time to prepare outlines Self-Evaluations
<b>Week 13</b>	Persuasive Speeches (6-8 minutes)
<b>Week 14</b>	Persuasive Speeches (6-8 minutes)
<b>Week 15</b>	Chapter 18 – Special Speeches Prep for Impromptu Speeches Extemporaneous Speaking discussion Impromptu Speeches
<b>Week 16</b>	Impromptu Speech follow up Historical Assignment Recap your Historical Speech- In Class Activity

### **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 utilize 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.